REPORT RESUMES

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SPECIAL EDUCATION TEACHER'S RESOURCE GUIDE FOR EDUCABLE MENTALLY RETARDED CHILDREN.

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AS A SOURCE OF INFORMATION AND TECHNIQUES ABOUT THE EDUCATION OF THE EDUCABLE MENTALLY HANDICAPPED, THIS TEACHING GUIDE DISCUSSES TEACHER PLANNING, ADJUSTMENT OF INSTRUCTION TO MEET THE NEEDS OF THESE STUDENTS, TEACHING TECHNIQUES, AND EVALUATION. PROCEDURES ARE LISTED FOR INSTRUCTION IN READING, WORD RECOGNITION, HANDWRITING, SPELLING, ARITHMETIC, CREATIVE SKILLS, AND SOCIAL STUDIES. TEN RESOURCE UNITS EMPHASIZING SOCIAL STUDIES FOR PRIMARY, ELEMENTARY, AND MIDDLE EDUCATIONAL LEVELS ARE OUTLINED WITH APPROPRIATE ACTIVITIES AND RESOURCES. ALSO INCLUDED ARE A GLOSSARY OF TERMS, SUGGESTIONS TO SPECIAL SUBJECT TEACHERS WORKING WITH EDUCABLE STUDENTS, AND AN OUTLINE OF THE SPECIAL EDUCATION CURRICULUM IN THE HIGH SCHOOL. (JK)

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SPECIAL EDUCATION

TEACHER'S RESOURCE GUIDE FOR EDUCABLE MENTALLY RETARDED CHILDREN

Board of Education of
Howard County, Maryland

June, 1966

FOREWORD

This tentative edition of a Teacher's Resource Guide for Special Education was developed in a series of inservice meetings during the school years 1964-1965 and 1965-1966. In future years a curriculum guide for the various levels will be developed.

New teachers are requested to note necessary corrections and changes which should be made in this guide so that a revised edition may be prepared during the inservice meetings this coming year.

The purpose of this resource guide is to provide a ready source of basic information and techniques for teachers of mentally retarded children. The various skill and content areas, at several learning levels, are included so that teachers may be aware of sequence and relationships. It is not intended that any group of children should be involved in all skills in any one year.

Appreciation is expressed to Mr. George Klinkhammer, State Supervisor of Special Education, for his advice and assistance. Acknowledgement of the contributions of all the special education teachers and aides is made.

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PRINCIPLES

1. All children, regardless of their handicaps, have the right to an educational program designed to meet their needs and abilities.

2. It is the responsibility of the schools, in cooperation with other coordinating agencies, to provide these programs.

3. Whenever possible, children with handicaps should be instructed in regular classrooms with normal children.

4. Special class settings are essential for children unable to adjust in regular classrooms because:

    a. The children can be placed in smaller classes where teachers can give more individual attention.

    b. The children can progress at their individual rate and not be frustrated by failure.

    c. The children can have teachers with special training and and understanding of handicapped.

    d. The children can have facilities arranged for special need and for therapy.

5. The whole child is considered when placing a handicapped child for an educational program. All records - medical, psychological, neurologial, hearing, speech, etc., are studied, and placement is recommended where the child can best progress to have all needs satisfied.

6. Children very limited in mental and physical ability can profit socially, emotionally, and in many ways by associating with other children in groups where similar learning situations are experienced.

7. Because of the difficulty of evaluating the mental potential of children who have no speech and are multiple-handicapped, each child with evidence of even a slight potential should be given a trial in an educational setting.

8. There are children so severely handicapped that they will need constant custodial care that only an institution could offer.

9. The earlier children with handicaps receive aid - therapeutical, medical, psychological, educational - the greater the growth of the correction of the handicap.

10. When children have a potential for learning but are unable to attend school because of need for bed-rest, or inability to ambulate, or inability to adjust mentally or emotionally, in the classroom, they have the privilege by legislation to be taught at home as long as they show progress and are physically able to be taught.

11. Constant evaluation of the progress of the children in the special education program is necessary to facilitate the greatest learning, the best social adjustment, and the most physical growth and development.

12. Close cooperation between home and school is greatly encourage, so that parents may better understand and accept the problems related to their child.

OBJECTIVES

Every child has at least some degree of capacity for improvement and growth. Although all goals may not be attained completely by all pupils, these goals do indicate the direction toward which growth should occu.r

1. Provide educational experiences which lead to maximum growth.
2. Provide experiences which will aid each child in taking his place in society.
3. Provide opportunities for self-analysis in which assets and limitations are explored.
4. Aid parents in understanding their child's situation as it exists.
5. Encourage proper use of leisure time.
6. Help each child understand the many facets of taking care of his own necessities.
7. Encourage sound mental and physical health.
8. Assist as much as possible in the selection of realistic occupations within the limits of the child's capabilities.

CHARACTERISTICS

In physical development, mentally retarded children are about as variable and heterogeneous a lot as average children. As a group, however, they may differ conspicuously in matters of health and physical growth in the following ways:

A. Less stamina
B. Late in physical development
C. More speech defects
D. More liable to illness and physical defects
E. Wide range of ability in motor coordination (more awkward, lack in eye-hand coordination)
F. Generally shorter stature, lighter physique and less well-proportioned
G. Low energy output
H. Desire for motion (restlessness)

Characteristics of Mental Growth

Mental retardation in no way changes the humanness of an individual. The basic needs of the child are the same. However, the child possesses the following mental characteristics:

A. Short attention span
B. Great difficulty in working with abstractions
C. Difficulty in using the sumbols of computation and communication
D. Inability to evaluate himself
E. An inad quate or at times erratic drive
F. Inability to project interest beyond the immediate
G. Confusion in the face of new problems.
H. Inability to draw conclusions from concrete experiences or a body of facts
I. Need for many specific and varied instances as basic to any attempt at generalization
J. Inability to see likenesses or differences between objects or things
K. Defective reasoning ability, poor discrimination and inability to make deductions
L. Lack of adaptive, associative or organizing powers
M. Inability to transfer learnings from situation to situation
N. Inability to work on complicated taks or follow complicated or involved directions
O. I.Q. below 75 or 80

Characteristics of Social and Emotional Growth

The mentally retarded child develops socially and emotionally as well as the average child. However, the mentally retarded child possesses the following characteristics in a higher degree:

A. Sensitivity to negative criticism
B. Inability to take failure constructively
C. Defensiveness in the face of criticism
D. Critical attitudes toward others
E. Confusion in meeting new situation
F. Tendency to copy or imitate
G. Futile attitude toward life
H. Awareness of rejection
I. Tendency to become easily discouraged
J. Aggressive behavior to get attention
K. Immature behavior in comparison with an average child
L. Release of emotions through plysical activities

SELECTION AND ASSIGNMENT OF PUPILS

1. Children should have an individual psychological evaluation which indicates an I.Q. of below 80.
2. Children should be retarded in reading comprehension at least one and one-half years.
3. Children's assignment must have the approval of the Supervisor of Special Education.
4. Children's assignments must have the approval of the parents.
5. Children may be re-assigned to regular classes or a high level special education class by the principal, teacher, and supervisor of Special Education. The supervisor of Pupil Personnel and the school psychologist should also be involved in such assignment or re-assignment.

PLANNING

FOR

TEACHING

PLANNING FOR TEACHING

The first step toward successful taching is good planning. The effective teacher goes into the classroom knowing what he plans to teach and how he intends to present it. Although he may depart from his intended course, as he responds to the group before him, still he has purpose and direction.

Planning involves basically two areas: long range planning and daily planning. Long range planning in concerned with the scope and organization of the learning activities for a specific unit or units of the year's work. Daily planning involves the scope and organization of the learning activities for a particular day, and is a step toward carrying out long-range planning.

LONG RANGE PLANNING

1. The specific skill sequences are the ideal starting point. The place of each child upon his level of skill, and proceeding from there, is the ideal starting point. The skill sequences determine what is to be taught within an area. Become familiar with the skill sequences to gain a sense of direction and purpose.

2. Acquaint yourself with the level and potentials of the students you are TEACHING. Be selective of material according to the backgrounds, purposes, and activities of your student.

DAILY LESSON PLANNING

1. Evaluate outcomes of the previous lesson and determine a starting point for the next lesson.

2. Consider the following items:
   - a. Objective or reason for the lesson
   - b. Materials and teaching aids to be used
   - c. Subject matter to be included
   - d. Amount of review of previous lesson
   - e. Methods to be used in presenting each part of the lesson
   - f. Time allotment for the different parts of the lesson
   - g. Ways of providing for student application of what you have presented
   - h. Variety of activity based on ability level, interest, and attention span of students

3. Determine the best type of introduction. A well-planned introduction may include one or several of the following presentations:
   - a. What the lesson is about
   - b. Where and when the students can use what they learn in the lesson

c. How the lesson will be motivated and developed

d. What will be expected from students during and after the class

e. A review of the previous lesson

4. Determine the objectives of this lesson by considering:

a. What specific skill am I teaching today?

b. What do I want the students to learn today?

c. What content and understandings will I consider today?

SUGGESTIONS FOR ADJUSTMENT OF INSTRUCTION

I. Scope of Content and Pupil Activity

Typical Characteristics	Suggested Adjustments
Narrow range of interests	Present few basic elements Base the unit activity upon special interests
Short interest span	Many specific questions Many short simple activities
Limited powers of self-direction (followers)	Lead pupils by suggestion Plan minute details
Learns slowly	Constant repetition Provide additional practice in specific skills Check all learning carefully to be sure of no confusion and no faulty learnings
Low level of Social Intelligence	Emphasis in teaching on qualities of social living and correct habit formation

II. Presentation of New Material

Slow reaction time Limited power of assimilation	Present one new difficulty at a time Follow by immediate drill
Fails to recognize familiar elements in new situations	Explain and demonstrate even that which seems perfectly obvious Nothing can be taken for granted or left to chance
Limited ability to work with abstractions and to generalize Slow in forming associations, especially between words and ideas Has difficulty in using symbols	Development by concrete details Much practical illustration Draw on personal experience Provide first hand observation Do not clutter the mind with abstract details Use very simple language in content and form Concentrate on developing comprehension at the child's level

II. Presentation of New Material (continued)

Outlook or point of view is extremely local	Make much connection with the child's social living Stress observation of various things in the world about him

III. Study Activities

Short attention span Slow reaction time Limited mental initiative	Broken supervised study plan Test directly for information Use simple fact questions
Limited ability to discriminate Poor reading ability Limited self-direction	Material must be adapted to vocabulary Make references explicit Select simple references Use book of high interest, low vocabulary level Use visual materials Provide time for oral reading to the group by a good reader
Unable to set up and realize own standards in workmanship Does not detect own errors	Call direct attention to errors Provide corrective help Use work sheets
Lacks ability to reason, analyze, and make good judgments	Define training in application of the techniques whose application seems too difficult

IV. Creative Activities

Tendency to imitate	Permit the use of models and concrete examples
Narrow range of interests Limited attention span	Use activities narrow in scope Help child to find out what he is able to contribute without him being made to feel inferior
Inferior muscular coordination and motor skills	Allow child to try only tasks commensurate with ability Move toward more difficult tasks

TEACHER PREPARED MATERIALS

All teachers seem to be on a never ending search for the best method of teaching reading. In teaching educable mentally retarded, the answer does not lie in the method, be it the visual method, the phonic method, the word family approach, the visual-motor method, or the kinesthetic method. It may be necessary to use a combination of approaches.

It is a well known fact that the methods of instruction used by teachers of educable mentally retarded children do not differ greatly from those used by good teachers of normal children. The differences are apparent in the scope of the content, the manner in which this content is acquired and the interest level in the selection of the content.

To make units or enterprises of work enriched and meaningful, stories and follow-up exercises can be written which will more closely correlate with the total school program. Such material will not necessarily be used each day. Two or three sessions a week, in addition to the use of the basic series, will provide a wider variety of reading experiences for the children.

Creative teachers will use these suggestions for developing units and stories to fit the learning needs of groups. It will be necessary for teachers who are using pre-planned materials to motivate the children by using such techniques as audio-visual aids, exhibits, dramatizations, etc. The thought and planning that goes into arousing interest for a particular unit being developed is well worth the time and energy expended.

Developing Teacher Prepared Reading Materials of High Interest and Low Achievement Levels

The following suggestions will provide the background material needed for the actual story writing:

I. Format

A. Preparation of Stencils

1. Standardized paper size (8-1/2" by 11").
2. Standardized heading on all worksheets such as name, date and school.
3. Stencils neatly cut.
4. Primer typewriter for primary groups.
5. "Catchy" title for stories on all three levels, same title on worksheets.
6. Same illustrations on all stories.

    a. Illustrations for primary use need to be fairly large and somewhat detailed.
    b. Illustrations provide added interest. They can be put in marginal spaces or used in exercises for variation. If you can't draw - use stick figures.

7. Coded numbering system for stories on all three levels, that is, a symbol plus a number. Use the symbol to denote academic level rather than using numbers - use the numbers for keeping stories in sequential order.

II. Helpful Suggestions for Writing Reading Materials

1. Keep sentences short, simple but provide variety by using sentences, questions, and exclamations.
2. Use action verbs.
3. Stress the concrete (no abstractions, extended descriptions, no moralizing).
4. Write as students talk, maintaining simple, workable, correct standards.
5. Write highest grade level story first, then the middle group story and lastly, the lowest story.
6. Use meaningful repetitions of new words in natural context.
7. Use items which contribute to interest: surprise, animals, conversation, humor from child's point of view, action, movement, plot, functional realism related to everyday living (living, sports, making things, etc.)

III. Criteria for a Good Story

1. Surprise
2. Action-movement
3. Conversation
4. Humor from child's point of view
5. Plot
6. Suitability - within the range and experience of the class
7. Social skills and human relationships

MAKING A GOOD START

Become Familiar with School Routines

1. Be prepared on the first day of school to discuss with the children and answer any questions that may arise on overall school routine. It is recommended that a careful study of the pupil handbook and school manual or teachers' handbook be made prior to the first day of school.

2. Keep copies of the pupil and teachers' handbooks in your desk in case problem questions arise on such matters as:

   a. Entering and leaving the room as a group.

   b. Children excused from the room during the class period.

   c. Distribution of and responsibility for texts.

   d. Standards for hall traffic.

   e. Reporting class attendance.

   f. Dress codes.

   g. Such school-wide regulations as may exist on gum-chewing, use of lockers, lavatory use, lateness to class, visits to guidance counselors, etc.

   h. Seating arrangements.

   i. Opening exercises.

   j. Procedures for dismissal at the day's end.

   k. Bus location, number and time.

Organize Routine Procedures for the First Day

L. It is well to list in order the jobs that you must accomplish on the first day in your class. Some of these will be administrative, and matters of school routine. Others will lead directly into your instructional program.

2. Plan to list these jobs on the board. Let students help you to remember first-day tasks. With provisions for differences in school routines, such a list might read like this:

Check class attendance according to official list; report attendance to office.

Review bell schedule, with any exceptions to regular order on first day.

Fill in any forms required of students by school policy.

Review procedures in student handbook as applied to specific class situation.

Introduce any special regulations within your province as a teacher.

Distribute textbooks; make provision for recording distribution.

Know Your Students

1. Use every possible means to learn the ability and achievement levels of your students.
    - a. Are you able to obtain individual scores (I.Q., reading, language, math,) for each student?
    - b. Are you able to obtain class medians or indications of the range of abilities and achievements within each group?
    - c. The supervisor or principal can help you to establish a reasonable beginning level of work and some general expectations in terms of study abilities, independence in learning, home assignments of value.
2. Plan your work carefully throughout the year. Check frequently to see that you are presenting material on a level appropriate to class abilities.

(General conduct, attentiveness, willingness and participation usually indicate that students understand the work and feel a sense of success)

USING A VARIETY OF TECHNIQUES

Choosing Appropriate Techniques

In planning lessons, the teacher must consider HOW the material can be presented most effectively as well as WHAT is to be covered.

The learning activities should vary within a lesson and from period to period. There are many teaching techniques from which the teacher may make his choice. However, it is important that he understands the advantages and limitations of each.

In selecting the techniques to be used the teacher must consider:

1. The pupils
2. Their background
3. Their ability and maturity
4. The number of students
5. The physical facilities
6. The purpose of the lesson
7. The materials of instruction

The techniques used in beginning, developing, and concluding a lesson should be selected so that the transition from one part of the lesson to another will proceed smoothly. It is important that the teacher is aware of class reaction to the learning activity. He must be prepared to substitute another activity if the one chosen does not have successful results.

The Chalkboard

With reasonable study and practice all teachers can become effective users of the chalkboard. To be used with greatest effectiveness, the chalkboard must carry written or graphic messages that are integral parts of the classroom work.

Uses of the Chalkboard

The uses to which the chalkboard may be put as a means of illustrating, supplementing, clarifying, and outlining classroom procedures are varied. It may be used by both teachers and pupils:

1. To illustrate facts, ideas and processes, often with the help of drawings, sketches, maps, diagrams, and other visual symbols.

2. To present important facts and principles, such as new words, terms, rules, definitions, key work to important ideas, outlines, summaries, classifications.

3. To provide an efficient medium for student demonstration and practice.

4. To display a wide variety of materials, ranging from daily assignments, questions, and examination to pupil-achievement records and materials that might otherwise appear on the bulleting board.

Suggestions for Using the Chalkboard

1. Keep the chalkboard clean.

2. Make your letters and drawings large enough to be seen from all parts of the room.

3. Do not cover up the material on the chalkboard by standing in front of it.

4. Do not put too much material on a blackboard at one time. Remember that the board is a display, a showcase; clutter must be avoided.

5. Use the chalkboard wisely. If you have extensive material that you wish the students to have, use dittoed sheets.

6. Drawings, diagrams, etc. should be placed on the board in as simple a form as possible so that excessive time is not spent in making detailed illustrations.

7. When it is necessary to use a complex drawing, put it on the board before class starts.

8. When applicable, use chalkboard drawing aids: compass, ruler, protractor, triangle, chalkboard pattern, staff liner, map outline, etc.

9. Use of a "covered chalkboard technique" adds high interest to chalkboard teaching.

10. Place new words, terms and phrases on the board as they arise during the class period.

11. Place main ideas on the board during the discussion period. Draw supporting points from the pupils as they read and discuss, and include these under each main idea.

12. Place the summary of the day's lesson on the board in paragraph, sentence, phrase, or outline form. If you choose the outline form, be certain that you follow the correct form.

13. Selecting a specific area of the chalkboard for assignments helps to establish classroom routines.

14. Write neatly and legibly. Use the form that is advocated for cursive and manuscript instruction.

Teacher Presentation

There are times when it is profitable and necessary for the teacher to make a planned, oral presentation to the class. It is difficult, however, for a student to pay close attention to such a presentation over a long period of time. A short oral presentation may be used to:

1. Motivate the pupils for the work to follow.

2. Present new and supplemental information.

3. Move the lesson from one phase to the next.

4. Prepare the pupils for the assignment or follow-up activity.

When an oral presentation is made it is desirable for the teacher to consider the following: (1) rate of speaking, (2) tone of voice, (3) emphasis of major points, (4) dramatic appeal, and (5) personal enthusiasm.

During any oral presentation the teacher should be alert to the following signs of student disinterest or lack of understanding: (1) yawning, (2) drumming on desks, (3) fidgeting, (4) whispering, (5) looking out the window, (6) getting out other materials, etc.

Demonstration

A well-planned demonstration can often convey a principle or concept more effectively than other techniques. It may be a visual presentation of an object, a process, a fact or an idea to be learned. Demonstrations are tradionally a vital part of science teaching, although they are typically used in a number of other areas as well.

A demonstration can be used to:

1. Motivate and hold interest
2. Introduce, develop, or summarize
3. Encourage further learning
4. Vary classroom procedure
5. Provide an answer to a specific problem

For an effective demonstration the teacher must:

1. Plan extensively
2. Practice ahead of time
3. Have all materials available
4. Be ready for emergencies
5. Make the purpose clear to the pupils
6. Be sure all pupils can hear and see
7. Be conscious of student reaction
8. Keep it short

After the demonstration has been completed:

1. The teacher and pupils should draw conclusions from the activity, if it was not successful they should analyze possible reasons for the failure.
2. Individual or class recording may be of value.
3. Students should relate conclusions drawn from the demonstration to as many practical applications as possible.

Any form for recording a demonstration should include:

1. Problem
2. Materials
3. Hypothesis
4. Procedure
5. Observations
6. Conclusions
7. Applications

Teacher - Directed Discussion

There are many times when the teacher wises to work with the class as a whole group, to develop in each student a desire to discuss common problems. As a teaching techniques discussion may be used to recognize a problem or to solve it, to motivate a lesson, or as the main body of the lesson. For even the experienced teacher, this procedure demands special skills and careful planning. The teacher should:

1. Know what is to be accomplished
2. Know the important points to be emphasized
3. Set the procedures to be followed
4. Be sure that the problem to be discussed is clearly stated and is understood by all
5. Provide time for pupils to summarize and evaluate

The discussion leader's chief responsibilities are to:

1. Start. . . . .,the discussion
2. Stimulate . . . .,the discussion
3. Steer . . . . .the discussion
4. Summarize . . . . .the discussion
5. Stop . . . . .the discussion

Discussion is listening most of the time and speaking but a little. It is an exchange of ideas. Through a carefully conducted class discussion social skills and learning skills may be developed. Students should be encourage to think before they speak, to concentrate on the subject, and not to monopolize the discussion.

Audio-Visual Aids

Audio-visual aids are effective teaching tools when used by teachers who plan their use carefully. Not only the teacher but the pupil must be prepared fully for their use.

Using a Filmstrip

The following suggestions may apply as well to the use of films, recordings and tapes.

In using a filmstrip the following steps should be followed:

Teacher Preparation

1. Preview the filmstrip and make notes on major points. Check with the audio-visual aids chairman to see if teaching guides are available.

2. Consider the suggested follow-up activities at the end of the filmstrip.

3. Prepare a vocabulary list and guide questions. These should be placed on the chalkboard and discussed prior to the showing.

4. Decide how the filmstrip will be shown: the entire strip during one lesson, the strip shown in parts during two or more lessons, or only certain frames for detailed study. The length of discussion of any frame must be regulated so that the lesson is completed as planned.

Class Preparation

1. Preparing the class may take a number of forms:

    a. Ask questions about the topic to arouse interest and to learn what the class already knows.

    b. Relate the filmstrip to previous learnings if possible.

    c. Establish a viewing objective.

    d. Tell the class briefly what the filmstrip is about.

2. Introduce the vocabulary words in context and discuss each word briefly. Limit this vocabulary list to words which are basic to the development of the major concepts.

3. Ask pupils to read the guide questions which are on the board and to look for information in the filmstrip which will answer these questions.

Showing and Discussion Period

1. Ask pupils to read the captions.

2. Base the discussion on the content of the frames and the captions. Tie in previous learnings when applicable.

3. Prepare a variety of questions which will include the FIVOS types (Facts, Inference, Vocabulary, Organization, Sequential)

4. Answer the guide questions immediately following the showing of the final frame. Answers to the guide questions can be placed on the board under each question.

5. Turn back if necessary to earlier frames to clarify points that might not have been understood. If time permits, this can be done during the time of the final showing or on the following day.

Suggested Follow-up Activities

1. Ask different pupils to summarize orally on different aspects of the filmstrip following the showing.
2. Summarize in paragraph or outline form.
3. Answer pre-assigned questions.
4. Add vocabulary words to the notebook.
5. Fill in a ditto map.
6. Prepare individual charts.
7. Prepare a quiz.
8. Assign specific topics for library research.
9. Ask some pupils to prepare room charts or other displays, to use after the showing to recall important points you wish to emphasize.

Assignments

An assignment usually carries the class from one day's work to the next. In most cases it is an outgrowth of the day's work and serves to clinch the -urpose for the day's lesson. It may also give the pupils and introduction to new materials which will be covered in the near future.

All assignments should be purposeful. They should not be made just to give an assignment. Each teacher should devise a system of checking and evaluating assignments. It is not necessary to grade each one; however; all assignments should be collected and some type of record should be kept by the teacher.

In making assignments the teacher should consider the following:

1. Give the assignment at the most appropriate time during the class period. It may be given at the beginning, the middle or near the end of the period.
2. Be specific in making assignments so that they are clear and concise.
3. Make some provision for checking the assignment the day after it has been given.
4. Adjust the assignment to the ability of the class.
5. Vary the assignment within a single class in order to provide for individual differences.
6. Vary the types of assignments. The different types might include: a reading assignment, a memory exercise, a written report, an oral report, math problems or a science drawing.

7. Introduce new vocabulary words and/or basic concepts and give purpose questions prior to a reading homework assignment. In most cases a teacher will wish to reserve a written assignment until after the reading material has been discussed; however, the pupil might be encouraged to make some notes on the purpose questions assigned. Major headings can often be made into purpose questions.

Supervised Study

Supervised study is a factor in following adequate assignment procedures. The time allotted to supervised study should be varied according to the purpose of the assignment. It should range from five to twenty minutes of the latter part of a class period but it not necessarily a daily procedure. Students must be prepared to use such study time to the greatest advantage.

Values to be derived from supervised study are as follows:

1. Individual help may be given on an informal basis.

2. Pupils may be helped to develop sound methods of study.

3. It serves as an opportunity for teachers to diagnose student weaknesses.

4. The teacher has an opportunity to observe individual students at work.

5. It helps get students off to an efficient start on the assignment.

6. It may be the only time of concentrated work on the assignment by the student.

7. This is an excellent time for the teacher to re-teach material to small groups or individual students so that they can complete the assignment successfully.

In planning supervised study time the teacher should consider the following points:

1. Identify clearly the reasons for study and make these known to the students.

2. Move about the room as the pupils work.

3. Create an atmosphere of quiet and concentration.

Oral Reports

Oral reports may be used effectively by the teacher to introduce or develop a lesson, to provide variety within a class period, or to summarize and conclude a lesson. The teacher should assume responsibility for emphasizing major ideas and for supplementing the report.

Oral reports are usually made for the foolowing reasons:

1. To locate and share with the group certain information not found in the basic textbook. The report can take the form of a general survey of a large amount of material or be used to obtain specific information on one main problem.
2. To serve as a meaningful experience whereby pupils can put into practice basic research skills taught previously by the teacher; i.e., use of encyclopedia, use of table of contents, skimming, use of index, use of card catalog, note taking, etc.
3. To give the pupil an opportunity to practice expressing himself orally.

The teacher should take into consideration the following items when assigning oral reports:

1. Make clear to the pupils the purpose of the reporting.
2. Teach the necessary research skills before assigning oral reports.
3. Check with the librarian on the avilability of materials before assigning oral reports.
4. Develop with the class standards for oral reports and record these on a room chart. Refer to the chart in evaluating the reports.
5. Assign oral reports well in advance of the time the pupil is to present the material.
6. Never allow pupils to copy materials verbatim. Teach pupils how to express the material in their own words.
7. Check the report before the pupil presents the information to the class.
8. Time limits for preparing and presenting reports should be clearly established with the pupils.
9. Limit the number of reports to be given during class so that the entire period is not spent in oral reporting.

Many pupils assigned oral reports are able to:

1. Tell their reports.
2. Pronounce correctly and explain all words used in the report.

3. Illustrate the report with such aids as maps, graphs, charts, pictures, projects, chalkboard, etc.

4. Prepare one or more guide questions to present to the class prior to the reporting.

Require the class to:

1. Listen attentively in order to evaluate more carefully the information given in the report and the sources of information.

2. Use the guide questions as a basis for listening and recording information.

3. Discuss the guide questions at the conclusion of the report.

4. Summarize the information and when advisable, record it in individual notebooks.

In order to guide the summarization the teacher may use one of the following:

1. Ask pupils to use guide questions as a basis for listening during the oral presentation and to record the information following the discussion period.

2. Ask pupils to use guide questions as a basis for listening during the oral presentation. Following the discussion the teacher with the class organizes and records the information on the chalkboard in paragraph or simple outline form. Each pupil places this information in his notebook. (Most often used with low average and below average groups.)

Field Trips

Field trips planned to solve needs and problems that arise in various subject areas make many contributions to learning. Concepts and understandings may be developed, extended, and clarified through a well-planned trip. Pupils must be aware of the fact that the trip will meet some definite needs. The teacher and pupils must formulate clearly and accurately the purposes.

Planning of Field Trips

Many teachers have found it helpful to use a checklist such as the one following in order to assure effective planning of field trips.

Teacher Pre-Planning

____1. Is this the best choice of a place to visit to develop the purposes of the group?

____2. What plans need to be made by the class to make this trip valuable to them?

____3. Have adequate backgrounds, needs and purposes been developed?

____4. Are related materials available - films, filmstrips, reading material, pictures?

____5. What is the best means of transportation?

____6. How much time will be needed to make the visit worthwhile?

____7. What arrangements will I need to make with people outside the School?

____8. What are some of the related activities that may be expected to follow this excursion?

____9. Has administrative approval been given?

____10. Are assistants needed to help supervise the group?

____11. If possible, has the teacher made a preliminary visit?

Teacher-Pupil Planning

____1. Are the purposes clearly understood?

____2. Are recording and reporting procedures and assignments clear?

____3. Has the approval of parents been secured?

____4. Have behavior standards been developed?

____5. Have safety precautions been considered?

____6. Have the time schedule, travel arrangements, and expenses been clarified?

____7. Has attention been given to the adequacy of dress?

____8. Has a list been made of the names and telephone numbers of those students going? (A copy should be filed in the school office before leaving on the trip.)

Follow-up Activities

It is essential to follow up the trip in some definite manner if its maximum value is to be attained. Most trips need to be summarized and facts of importance need to be emphasized.

The trip should again be related to classroom lessons and a check should be made to see whether the purpose of the trip was accomplished.

Activities which normally result from a field trip may include the following:

1. Follow-up class discussion
2. Listing of observations and conclusions
3. Written reports or experience stories - individual or class
4. Oral reports
5. Scrapbooks, booklets, charts, posters, or pictures
6. Dramatization
7. Construction projects or displays - exhibits in miniature, photography exhibits, murals, model, bulletin boards
8. Showing of films or filmstrips
9. Supplementary reading
10. "Thank you" notes
11. Assembly programs
12. Independent investigations of similar kinds
13. Newspaper articles
14. Teacher-pupil evaluations of trip - accomplishment of purposes, student behavior, adequacy of teacher - pupil planning and follow-up activities.

EVALUATING PROGRESS

Definition of Evaluation

"Educational evaluation may be defined as the continuous and cooperative appraisal of an individual, a school, or a school system with reference to accepted goals and purposes. It involves at least five essential phases: (1) determining what is to be evaluated, (2) ascertaining the purpose of the evaluation, (3) collecting data pertinent to that purpose, (4) analyzing data to determine the relationship between existing practices and accepted goals, and (5) making a value judgment concerning the effectiveness of processes and people in achieving or progressing toward those goals. Resulting from the evaluation should be some valid basis for suggesting revised techniques and practices, for indicating the advisability of revising goals, and for improving the evaluative process itself.

"Evaluation must be descriptive as well as quantitative. The broad scope of the purposes of education makes subjective appraisal as necessary as objective measurement if a comprehensive view is to be obtained. Concern over growth in areas not objectively measurable requires repeated observations by competent observers in order to arrive at reasonably accurate judgments. Regardless of the nature of the evaluation, certain characteristics of the measurement techniquesmust be considered; namely, validity, reliability, practicability, objectivity, continuity, and ease of interpretation.

"Propoerly carried on, evaluation leads not only to the betterment of the individual, the school, or the system being evaluated, but also to the self-improvement of the evaluator. The evaluator gains in knowledge and understanding of established goals; measurements and ratings become more varied and more accurate; and appraisals reveal deeper insight into the basic relationships among the pupil, the school and the community."

Purposes of Evaluation

1. To diagnose specific weaknesses in a pupil's work.
2. To encourage the pupil in appraisal of his own progress.
3. To confirm estimates of the effectiveness of the teaching (instructional method and materials) or to alert the teachers to the need for further work and/or revisions.
4. To communicate with parents concerning the pupil's prgress.
5. To identify special abilities and interests, for educational and vocational guidance.
6. To estimate growth in attitudes, appreciations, and behavior patterns.

Dangers in the Misuse of Evaluation

1. Development of fear and tension by over-emphasis on the importance of the grade achieved.
2. Emphasis on grades rather than understandings.

3. Use of tests as punishment for unacceptable behavior.

4. Assignment of "busy work" for the purpose of collecting grades.

5. Reliance on only one method of evaluation, which may give an unfair picture of the accomplishments of a pupil.

METHODS OF EVALUATION

Observation of Pupil

The teacher's subjective judgments may be bolstered by checklists or anecdotal records as he seeks to appraise:

1. Development of acceptable attitudes and appreciations

2. Growth in laboratory techniques

3. General improvement as evidenced by class participation as an individual and member of group.

Student Projects

1. Notebooks or Booklets: These should be evaluated on the basis of neatness, originality, evidence of independent study and ability to organize material presented. The mere copying of teacher-prepared notes, diagrams, drawings and charts has little educational value and can degenerate into busy work. The booklets and notebooks should be a tool for the student in his review and preparation.

2. Bulletin Boards: Students may be assigned responsibility for the maintenance of attractive and educational bulletin boards in the classroom. These assignments may be given to individuals or to committees and should be evaluated as to the level of planning and with regard to originality, neatness, attractiveness and appropriateness.

3. Displays - Collections: Such projects should grow out of the unit of work and should be evaluated in terms of the learning experience of the student. This type of project may be assigned to all class members provided the teacher uses common sense concerning the availability of materials. It may be voluntary, and based on the particular interests of individual students.

Self-Evaluation

Occasionally a teacher may develop with a class a checklist for pupil evaluation of self in relation to a particular learning activity. This should be employed after very careful development of its purpose and value. Teacher judgment of its worth should be based on the degree of objectivity with which the student is able to see himself. Such checklists are usually more valid if at least five degrees of achievement are provided. When possible, such an activity should culminate in teacher-pupil conferences.

Oral Work

1. Recitation: While this type of activity occurs almost daily in most classes, it should not be the only type of classroom learning. Care should be taken to prevent a minority of the members from monopolizing the recitation and to provide equal opportunity and stimulus for all class members. Evaluation should be based on evidence of preparation and thinking, frequency of response, understanding of group dynamics and development of listening skills. The response and participation of the class may be a clue to the effectiveness of the teaching procedure.

2. Discussion: The purpose of the discussion must be carefully defined as well as the mode of operation. Evaluation should be based on the authenticity of the material presented, the skills demonstrated in oral expression, and the ability to conclude the discussion with a summary.

Tests

Tests are usually considered as the evaluation of material covered over a shorter period of time. They vary from daily quizzes of five minutes duration to a full period in length. The content may check on mastery of a previous recitation or assignment; it may be diagnostic and given prior to the beginning of a unit; it may be a summary activity of a unit of work; it may be the culmination of a six-week marking period. A test should be used with great care by the teacher of the educable mentally retarded child.

In planning a test, the teacher should have clearly in mind the purpose to be realized through the test. Care should be taken to ensure:

1. A fair coverage of all material and activities
2. Questions worded to avoid student confusion.
3. A variety of kinds of questions
4. The arrangement of questions in order of difficulty
5. Proper length so that the majority can finish in the time allotted
6. A range of difficulty to measure all levels of ability in the class

For educable mentally retarded children, the success level for all written work should be above the 80% level.

PLANNING A UNIT OF WORK

I. Motivation

  A. Child Motivation
     Pre-test, discussions, tell and show time, Specimen brought in to show

  B. Teacher Motivation
     Movies, stories, things brought in, magazines, Life experiences, resource people

  C. Community Motivation
     Clean-up week, Fire-prevention, hearing tests, etc.

II. Teacher-Pupil Planning

  A. Discussion of aims and objectives
     Use of charts, questions and answers

  B. Discussion of source materials

III. Aims

  A. Teacher Aims

  B. Pupil Aims

IV. Materials and Activities

V. Sharing or Discussing Experiences and Information

VI. Related Activities

  A. Creative - Music and Art

  B. Coorelated - Arithmetic, Teaching, and other subjects

VII. Evaluation of a Unit

  A. Tests

  B. Discussion

  C. Culminating Activities

  D. Oral and Written Reports

VIII. Resources

IX. Bibliography

HOW THE UNIT PROVIDES FOR THE RETARDED CHILD IN THE CLASSROOM

The unit organization provides an opportunity for all children to have a common experience, each contributing according to his level, abilities and interests.

The retarded child can participate in the activities of the unit. He can read simple books and study pictures. He will especially enjoy excursions and construction work. He can draw, paint, model in clay and do other forms of art work as long as he is given help with factual material. _e will learn through listening to others and from visual aids. These experiences will be meaningful, satisfying and valuable to him.

Evaluating

It has already been mentioned that evaluation of the unit must be carried on daily. The unit is an elastic type of procedure that can be changed to fit the everchanging youngsters. Therefore the evaluating is constant.

Many teachers keep two types of records. One is a diary of the daily progress of the unit. This will consist of a few notes which will recall the days happenings when the teacher is ready to review or rewrite the unit. The second is a diary for the work of each child. This will record the progress of each child and his contribution to the group. This is valuable to guide the child and to evaluate the individual's growth.

Another means of evaluating is for the teachers to check the results against her original goals. The following questions could be asked:

1. Did the children learn?
2. Was it a valuable experience?
3. Did it meet needs in skill improvement, growth in attitudes and in understanding democratic ways of living and working?
4. Can the knowledge gained be applied to everyday living?

There should also be a summarizing of the total learnings in some way. This could be done through giving a program for another class or for an assembly; writing a play, or painting a mural. This evaluation is necessary to give the children an opportunity to consider the worth of what they have been doing. There might be a group made test on the important points to be mastered.

Final evaluation is concerned with two main points:

First, the growth and changes that have taken place in the children; and

Secondly, the individual strengths, weaknesses and problems which need further attention.

MOTIVING FOCAL POINTS FOR UNITS

A. Tangible things, places and people in the community in which interest is possibly already present, or in which interest might be rather easily developed. Some ideas for trips, films, activities, or interest centers might be:

1. A near-by store and the things in it.
   A downtown store, how it is run, and the things in it.
2. The postman and what he does.
   The post office and how mail is handled.
3. The policemen and safety.
   The police department and traffic safety.
4. A doctor and his office or a clinic.
   A hospital and what goes on inside it.
5. A garage and automobiles in it.
6. Airplanes, how they fly and where they go.
7. A farm; different farms; what one looks like and what people do on one.
8. The city hall; who work there and what their jobs are.
9. Knowing your school and helping to make it more attractive.
10. The public library or local branches.
11. The electric company and gas company; their products in the home.
12. A local business.
13. Non-school clubs and what they do (Scounts, Y.M.C.A., etc.)
14. Butterflies or birds, trees, insects, etc.
    Animals of zoo or circus, farm or field.
15. Trains - where they go and what they bring to and take from your city.
16. Driver's license.
17. The newspaper.
18. A teen center or community recreation site.

B. Groups of the above activities, stressing interrelationships; and providing possibility of follow-through and carry-over:

1. The trucks, buses, trains, airplanes and boats that carry things and people to and from your city (transportation to and from your community).

2. A predominant local industry; the raw materials and the products (interdependence).

3. The retail firms, wholesale firms and industries of the community - the place of each and their interdependence.

4. The telephone and the telegraph facilities, the mails and radio of the community (communication).

5. Your city and the farms around it, the dependence of each on the other (or of your farms and nearby cities).

6. Some modern appliances or inventions of popular appear (refrigerators, radios, television, etc.); with and without comparisons; the effects of science and inventions.

C. Current happenings or topics of discussion in the community in which children are interested or can become interested; or experiences of people known personally to these children or in whom there is considerable personal interest. Some of these may be:

1. An election; the issues, and how and why people vote.

2. A holiday; the event or the person celebrated.

3. Drives or campaigns of popular interest.

4. Travels from which people known to the children have just returned.

5. Current popular heroes, local and national; the meaning of their accomplishments.

6. The work of persons in the community known to the pupils or in whose work they are interested - workers, proprietors, leaders.

7. The construction of a new school - other construction projects.

8. A local strike; the leaders and issues.

9. A recent movie of considerable interest at a local theatre, or a popular radio program.

10. Athletic events (Olympics, World Series).

11. Space exploration.

12. Points of interest.

13. Historical significance of D. C.

D. Things (or people) brought into the classroom or encountered in the general activities of the school which stimulate more than passing interest or in which such interest can be developed. Some of these may be:

1. Collections, pets or other possessions brought in by children - stamps, shells, rocks, insects, pictures, animals.

2. Moving pictures (nature study; social phenomena; regions, industries and people of the United States; history; biography; ethical and moral situations; personal relationships.

3. Material from other regions or something representing adequately a significant feature of the social and economic environment, brought in by the children themselves, by chance or by request of the teacher, (antiques or relics, cottom blossoms, wool, cactus, coconuts, dates, etc.).

4. Exhibits or displays already prepared and obtainable from a local distribution center or from many other sources, free or at low cost (coffee, health, coal, s silk, difference regions and cities of the United States, large industries, nature collections, national parks).

5. Exhibits or displays prepared by the teacher.

6. Books on shelf or browsing table which appear to attract general interest.

7. Talks or stories by persons visiting the class.

8. Paper drives or community campaigns.

E. Vocational interests and ambitions. Some focal points may be:

1. The problem of choosing and finding a job.

2. Other schools, especially trade or vocational, and other ways of obtaining vocational training.

3. An occupation or industry of interest to the group (or, as an individual project, of interest to an individual).

4. Making and living in a home: The work of a housewife - cooking, entertaining, sewing, care of children; the man-about-the-house.

F. "Creative" activities by the pupils which are in and of themselves self-sustaining points of interest. Some of these, most of which are adaptable to any age group, may be:

1. Making and living in a model home.

2. A school or room newspaper or yearbook.

3. A dramatization: writing, gathering data, presenting, especially historical, other regions, special events, and to some extent emphasizing social and ethical relationships, depending on age of the pupils. Puppet or marionette shows.

4. Giving an assembly program.
5. Preparation of individual or cooperative exhibits on a subject.
6. Setting up and maintaining an aquarium, terrarium, observation of ant nest or behive.
7. Making a school museum.
8. Operating a school bank.
9. Model store; post office.
10. Organizing campaigns - safety, clean-up, etc.
11. Innumerable group construction activities - train, boat, frontier village, farm, main street of town.
12. Individual construction activities - boat, early modes of transportation, relief maps, sand tables, paper mache models.
13. Beautification project of campus.
14. Garden plots - flowers and vegetables.
15. Sporting events.
16. School or PTA carnival.

BASIC OUTLINES FOR DEVELOPING EXPERIENCE

A. Rough Outline of Unit (Prepared well in advance)

I. Objective (List all possible objectives in following areas - imagination)

- a. Attitude
- b. Habits
- c. Social and emotional development (skills)
- d. "Fundamentals" (R's, etc.)
- e. Added learning areas (manual, art, music, science, etc. as desirable)

II. Overview of project possibilities - Ways of introducing unit, to develop interest

III. Activities (To derive objectives as listed in I - as specific as possible).

IV. Methods and Materials (To be used in above Activities to product Objectives).

V. Evaluation

- a. Teacher (Obtained proposed objectives or not)
- b. Children (Recognize and appreciate their own learnings in above areas)

Note: Each rough outline should be developed at THREE developmental levels. This would include age levels of from 5 to 9, 9 to 12, and 12 to 16. Much overlap in levels would actually exist. One class might be mostly at one level or at all three. Some objectives would be general enough to be listed at all levels - but not all objectives at all levels.

WHEN class interest is shown in an experience area and the unit may be used, the rough outline is developed into a detailed outline.

First, the teachers' objectives for the particular class of children for that particular time must be listed. Take thechildren where they are!

Second, make a survey of the "possible" objectives from the rough outline to determine which could be used to advantage for that class, which are class objectives.

IF unit possibilities indicate that the unit would be an advantage in obtaining class objectives, third, develop the actual details which would be taught to that class.

Experience unit or unit of work is the teacher's plan for organizing children's experiences around a central idea of thought or theme. It must meet the needs, interests, abilities, etc. of the children and must seem worthwhile to them.

Thus, some units will contain more subject areas than others. One unit may develop into almost a complete integration of all fields. Another may basically be a combination of a few areas, with the other areas handled separately or combined in a parallel unit.

There must be definite content to all units and they must be developed to produce certain needed objectives for the group or for the individuals. Units should never be haphazard, nor merely the daily desires of the children on what "they would like to do".

Drill should never be purely mechanical. But drill should be a part of every experience unit. Repetitions in a variety of situations and examples allows for required drill. On occasion, individuals or groups may spend time on specific drill materials where needed - but with proper understanding of why this is necessary. (They were unable to do the desired work of the Unit.)

Units of experience (activity units or unit of work) of the best kind grown out of the cooperative organization by teacher and pupils of a plan of attach on some problem of significance that is vital to the children and in the opinion of the teacher will likely lead to valuable kinds of individual or group learning. The possible outcomes of these units include not only the body of important information about the matter being considered but also a wide variety of fundamental skills, wholesome interests, attitudes, appreciations, social insights and understandings.

These units also lead to the development of good habits and help the pupils devise methods of attacking future problems. The experience of working together with others in the study and solution of vital problems and of accepting responsibility for parts of work contributes to the development of social qualities and abilities that are universally regarded as fundamental to life in a democratic society.

Experience units are NOT "hit-or-miss" activities but are the results of much pre-planning by the group and outside planning and preparation by the teacher. After several trials with this plan most teachers learn best how to guide the activity to produce results she feels necessary -- and activity is controlled under the surface through suggestions, questions, etc. rather than directed in the usual authoritarian manner.

In developing skills in fundamentals the activities vary from systematic practice (usually called drill and requiring prepared materials in textbooks and workbooks) to learning through direct use of the skills in the ongoing activity itself. Both kinds of practice are necessary, although many believe the activity approach is more valuable. Special help must be given pupils who have difficulty with particular skills. Individuals or groups stop for drill as shown by needs - but even in this respect drill of a mechanical type is of less value. It has its place when the pupil's need for the skill has been demonstrated to him by his inability to perform properly during the activity part of the unit.

INSTRUCTION
IN
READING

The Textbook

The textbook is just one tool of instruction. It should be used as a resource, just as any other reference book. It should not be used as a crutch or studied chapter by chapter, day by day.

Reading a textbook is one of the more commonly used (and abused) classroom activities. It may be used effectively when attention is given to planning. Instruction is better when more than one textbook is used and best when the textbook is used in conjunction with many other kinds of instructional materials.

Textbooks are different for every subject area and the technique used by the pupils in studying from them must also vary from subject to subject.

Before you assign reading in the textbook, motivational and follow-up activities must be considered.

Motivational activities such as the following may be used:

1. Audio-visual aids - films, filmstrips, charts, pictures, graphs, etc.
2. Purpose questions to stimulate reading
3. Background information by the pupils or you
4. Reference to a contemporary event, person, etc.

The directed reading procedure should be applied to reading assigned in the textbook.

Follow-up activities such as the following may be used:

1. A comprehension check - oral or written questions
2. Activities found in the textbook, teacher's manual, and/or curriculum guide
3. Development of an outline of the reading on chalkboard
4. Interpreting the contents through classroom discussion or written activities.
5. Worksheets of the question, outline, or identification type
6. Dramatizing
7. Rereading for specific purposes
8. Constructing projects

PREPARATION AND ADMINISTRATION OF AN INFORMAL READING INVENTORY

I. Purposes for which an inventory may be used.
  A. To determine a pupil's standing with reference to:
    1. Independent reading level: The highest level at which a pupil can read on his own with high comprehension and enjoyment.
    2. Instructional reading level: The highest level at which the pupil can read with good comprehension and enjoyment under teacher guidance which which meets his needs.
    3. Frustration reading level: The lowest level at which reading is a frustrating experience because of word recognition and comprehension difficulties.
    4. Probable capacity for reading level: The highest level of reading material which the learner can comprehend readily when the material is read to him.
  B. To discover specific reading needs of a pupil. This information may be used to:
    1. Determine membership in a reading group.
    2. Determine emphasis during reading lessons at the instructional level.
    3. Estimate the rate of progress which may be expected of a pupil.

II. Selection and preparation of materials for an inventory
  A. The word-recognition test
    1. Word recognition tests may be prepared for grades one, two and three. At the first grade level there may be a test on the pre-primer, primer and first reader levels. Each test, excepting possibly the pre-primer, should include 20 words. The lists of words should be typical of those introduced at the given level. The lists of "new words" with the readers may be used in making up the tests. To facilitate administration, double spacing may be used in typing paragraphs.
    2. The words for each level should be arranged in columns, double spaced to facilitate flashing. Spaces to record responses may be provided.
  B. Paragraphs for oral and silent reading, including comprehension questions
    1. Secure the books of a basal reading series. The series should be one which the pupil has not used. (Social studies and science books may be used to evaluate a pupil's status with reference to such materials.)
    2. In each book of the series choose two selections which seem to be typical of the entire book. The number of words in each selection may range from fifty in grade one to about 200 words in grade eight. Select paragraphs which can be comprehended without knowing content which precedes or follows them.
    3. Prepare six to ten questions on each selection.
      a. The questions should be arranged in sequential order.
      b. Some of them may call for a word, phrase, or simple sentence.
      c. Some of the questions should call for inferences or interpretations.
      d. Yes or no questions, if used, should be followed by request for reasons.
      e. The answer for each question should follow the question on the examiner's copy.
      f. The questions should be phrased clearly, and then should be as short as possible.
    4. Prepare 2 or 3 sentences which may be used to introduce or motivate the reading of each paragraph.
    5. The questions and paragraphs should be arranged in convenient form for the examiner's use. The pupil should read from the book.

CRITERIA FOR DETERMINING READING LEVELS

A. The Independent Reading Level

Definition of: The Independent Reading Level is that book level at which a child can read independently with ease, enjoyment, and complete understanding.

There are no evidences of tension such as finger pointing, vocalization, frowning, etc.

This level is the one at which he should do extensive supplementary reading and unsupervised library reading for pure enjoyment or for information along the lines of his own interests.

Comprehension: The pupil is able to make a 90% comprehension score based on both thought and fact questions.

Vocabulary: The pupil is able to pronounce at least 99 out of every 100 running words.

Oral reading: The child reads orally in a natural conversational tone. His reading is rhythmical and properly phrased.

Tension: The child is free from tensions and has a good reading posture.

Silent reading: The silent reading is characterized by a higher rate of comprehension than for oral reading. Absence of vocalization.

The Independent Reading Level for a given individual represents that level of achievement at which experience, vocabulary, construction, and organization are under complete control.

This level of achievement frees the learner to evaluate and reflect or think as need for full understanding. Reading thus becomes real thinking.

. The Probable Instructional Reading Level

Definition of: The Instructional Reading Level is the highest book level at which the pupil is able to read with success under the teacher's guidance.

It is the level at which the teacher begins purposeful, teacher-directed reading.

Maximum development may be expected when the learner has challenging material on his instructional level, but is not frustrated.

Comprehension: The pupil is able to make a minimum 75% comprehension score based on both thought and fact questions.

Vocabulary: The pupil is able to pronounce 95 out of every 100 running words.

This indicates that the teacher should only have to present and develop 5% of the words or only one in 20 running words.

Oral reading: The child should be able to read orally in a conversational tone and with rhythm and proper phrasing after silent study.

Tensions: The child is relaxed and free from tensions.

Silent reading: The silent reading in characterized by:

a. Higher rate of comprehension than for oral reading at sight
b. Ability to use work analysis skills:
    context clues
    picture clues
    configuation clues
    phonics
    syllabication

C. The Frustration Reading Level

Definition of: The Frustration Reading Level is the book level at which the child "bogs down" because he is unable to comprehend what he is trying to read.

The teacher makes no use of this level, but she should be aware of the fact that such a level exists, because it is at this level that the child acquires undesirable habits and attitudes.

Comprehension: The child makes a less than 50% comprehension score based on both fact and thought questions.

Oral reading: The child reads jerkily, in an unnatural voice, with many substitutions, omissions, repetitions, and refusals.

Tensions: The child gives evidences of tensions through finger pointing, frowning, erratic body movements, faulty breath control, and even withdrawal from the reading situation. The teacher should watch for all these signs of tensions. She should stop working with a pupil when tensions begin to interfere with the child's reading.

Usually the teacher may be able to proceed with the next part of the test to determine the Probable Capacity by stating, "I gave you some very hard stories to read and you did very well. Now I should like to read some stories to you. Listen while I read because I should like to ask you some questions about the story when I finish."

D. The Probable Capacity Reading Level

Definition:	The Probable Reading Level is the highest level of readability of material which the learner can understand or comprehend when the material is read to him by the examiner.
Comprehension:	The pupil is able to make a minimum of 75% comprehension score based on both thought and fact questions.
Vocabulary:	The pupil should be able to pronounce accurately and use many of the precise words of the selection to answer questions.
Language Structure:	The pupil should be able to use language structure in oral discussions as complex as that used in the selection question.
Additional data:	The pupil should have the ability to supply from experience additional pertinent information on the problem.

THE DIRECTED READING ACTIVITY

The DRA (Directed Reading Activity) is associated primarily with the reading/literature program but the steps may be applied to reading material in any subject area.

The five steps include:

1. Readiness or motivation
2. Directed silent reading
3. Oral comprehension check and oral reading
4. Development of word attack skills
5. Follow-up activities

In the readiness phase the pupils are prepared for the silent reading.

1. Tell the group enough about the material they will read to familiarize them with the selection.
2. Write new words on the board and discuss the meanings. These should be presented in context or sentence form.
3. Have children contribute from their own knowledge and experience further background material.
4. Provide the class with purpose question/questions (one to three) for silent reading. These may be placed on the board.

After the readiness period, the directed silent reading follows.

1. The class reads to answer the purpose question/questions.
2. The teacher should circulate among members of the group in order to give assistance with new words. A list of such words should be kept by the teacher for later discussion and drill.

As soon as the silent reading has been finished the oral comprehension check and oral reading follows.

1. Discuss purpose questions with the book closed.
2. Answer prepared discussion questions of various types. Not all selections lend themselves to all types of questions, but the teacher should plan constantly to get as wide a variety in his questions as possible. Plan to include questions based on the pictures, maps, graphs, charts, etc. in the text.
    a. Fact - What did the boy wear on his head?

b. Inference - How can you tell that the boys hated to get up?

c. Vocabulary - What word near the end of the story means cut to pieces?

d. Organizational - List the boy's reasons for wanting to go outdoors?

e. Sequential - List the storm signals in the order in which they appeared.

Oral reading may be used frequently during the question period. Valid reasons for reading orally are:

1. To emphasize a very important section
2. To prove a point in dispute
3. To appreciate a vivid description
4. To enjoy dramatic action
5. To improve understanding or to clarify ideas
6. To find main ideas

The fourth step in the DRA is developing word attack skills.

In planning the activities, the following will prove valuable:

1. The teacher's manual
2. Selected questions found in the pupil's text.
3. The teacher's selection and construction of written work based on what he has emphasized in his teaching. There is available, through the office of Special Education, a booklet on Suggested Types of Written Material.

IV. Suggested Vocabulary Load

Grade Level	No. of Words	Vocabulary Load
4th - 5th	800 - 900	8 - 12
3rd - 4th	600 - 800	6 - 10
2nd - 3rd	400 - 600	4 - 6
1st - 2nd	100 - 200	2 - 4
Primer - 1st	100 - 200	1 - 2

The following vocabulary lists may be used for determining the suitability of words at each grade level:

1. Selected Basic English Word List.
2. Selected Word List from Gates, A Reading Vocabulary for the Primary Grades (Gates analyzed the vocabularies of primary readers and selected 1811 words that appear most frequently. The first 500 appeared most frequently, the second 500 appeared next in frequency, etc.)

3. Dolch, Basic 220 Sight Vocabulary
4. Tudyman, Al and Crvelle, Marvin. A Functional Basic Word List for Special Pupils. Pittsburgh 4, Pennsylvania: Stanwix House Inc., 1960, p. 63.
5. Vocabulary lists of different basic readers.

V. Story Content

1. Have aim of story clearly in mind, based on appropriate units and the achievement level for which you are writing.
2. Select the appropriate number of occupational and standard words based on the achievement level for which you are writing.
3. Think of a specific student in your class who falls within the group for whom you are writing and write freely, fulfilling the necessary vocabulary in a natural manner, with as many meaningful repetitions as possible. Try to utilize the expressions of the pupils.
4. New words should be repeated a minimum of six times.
5. Check the vocabulary in the story you have written to make certain no words are used other than those selected. Rewrite where necessary.
6. If possible, try out the story you have written on several students to check on the interest, vocabulary load, level of difficulty. Make any needed changes.
7. When the story for the highest level is complete, stories for the other levels are written, keeping in mind the appropriate limit of the vocabulary load.
8. The grade level of the story may be confirmed by comparing materials with a recognized basal reading series.

VI. Criteria Used in Writing Worksheets

Illustrations:

1. Can be put in marginal spaces or used in exercises for added interest.

2. Should be fairly large for primary use and sometimes detailed.

Pupil Directions

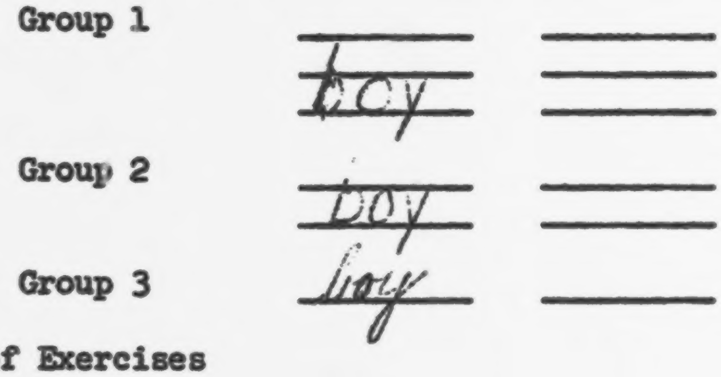
1. Be specific.
2. Use simple, clear words. Write, draw, fill in, read, check, cross out, cut out, paste here, etc.
3. Avoid long complicated directions.

Vocabulary

1. Provide for the repetition of words introduced in the story.
2. Repeat other words whenever possible.
3. A conscious effort should be made to provide 50 repetitions and/or recurrences of words to be mastered, during a week's work: by story, exercise sheets, charts, board work, spelling, study and conversation.

Spacing

1. Allow adequate spacing for pupils written work.
2. Allow enough spacing between exercises for easier reading.
3. Provide guide lines for new words:



Types of Exercises

1. Provide a variety of challenging meaningful exercises, keeping in mind the need for many repetitions of new words.
2. Exercises should provide needed drill on a given reading skill.
3. Exercises should be on pages separate from the story content.
4. Consider adding an occasional exercise that makes for some legitimate activity such as pasting, cutting and coloring. These exercises can be seat work, charts, bulleting boards, etc.

Length of Worksheets

1. Exercises often require several sheets depending upon:
    a. Size
    b. Number of illustrations
    c. Amount of space needed for adequate writing of answers
    d. Ability level of the group

ACADEMIC EXPECTANCY CHART

	Dependent	Semi-Indepent	
		Unskilled	Semi-Skilled
IQ Chronological Age	50	66	75
6.0	R	R	R
6.6	R	R	R
7.0	R	R	R
7.6	R	R	R
8.0	R	R	1
8.6	R	R	1
9.0	R	1	1
9.6	R	1	1
10.0	R	1	2
10.6	R	1	2
11.0	1	2	2
11.6	1	2	2
12.0	1	2	3
12.6	1	2	3
13.0	1	3	3
13.6	1	3	3
14.0	2	3	4
14.6	2	3	4
15.0	2	4	4
15.6	2	4	5
16.0	2	4	5
16.6	2	4	5

Code: R - Readiness
Numbers - Highest class level that child can be expected to reach

THE EXPERIENCE CHART

The experience chart is a means of capturing the interests of children by tying their personal experiences to reading activities. The chart, which tells about a shared activity, is a story produced co-operatively by the teacher and the class. This is a natural extension of earlier and less difficult experiences wherein the teacher wrote single words or short sentences on the chalkboard. Examples included days of the week, names of months, the seasons, children's birthdays, holidays, captions for pictures, and objects in the room. The experience chart provides practice in a number of developmental skills which are closely related to reading. For example:

1. Oral language usage in the group planning prior to a trip and recounting the experience, for chart building, after a trip.
2. The give-and-take of ideas as the experience is discussed.
3. Sharpening sensory acuity, particularly visual and auditory, while on excursions.
4. Expanding concepts and vocabulary.
5. Reinforcing the habit of reading from left to right.
6. Experience in learning words as wholes, thus building sight vocabulary.
7. Reading the sentence as a unit.
8. Reading about one's own experiences, emphasizing that reading is getting meaning from printed words.

All of the points cited above are appropriate both to readiness and to beginning reading, and the experience chart should not be thought of as belonging exclusively to one stage of development. The experience chart has merit in proportion to the degree to which certain logical practices are followed. For instance, vocabulary must be simple, and sentences short; a minimum of sentences must be used, and each sentence must contribute to the story. There should be deliberate repetition of common sight words.

The experience chart may not be the most important outcome of this educational endeavor. The children experience how the group process works; cooperative planning and individual contributions have resulted in identifying and structuring a goal. The children are now ego-involved in a common experience, perhaps a trip. The same day the children discussed their experience and the things they saw and did and heard.

The title and each line is developed by the children with the teacher sometimes restating a sentence to keep it simple and have a little vocabulary control. The teacher should read each line as soon as she prints it on the board, being careful to move her hand under the line from left to right as she reads. Then the teacher and children read the complete sotry. Next, a child should be asked to point out the line that told the name of the story they wrote; point out the line that tells -----, and so forth. In each case the child points out the desired line and attempts to read it.

Another use for the chart: Each line on the chart can be duplicated on a strip of heavy paper. A child is handed a sentence and asked to find this line on the chart. The same can be done with single words. Rearrangement of words to form the complete sentence is another activity.

The experience chart can be used with the class as a whole and also with various reading groups. When the chart has served its immediate purpose, it can be referred to later when words on the chart come up again later in other activities.

INSTRUCTION

IN

WORD RECOGNITION SKILLS

STEPS IN TEACHING PHONICS

(This procedure is used for initial, final, and middle-placed sounds)

Practice auditory discrimination (likeness, difference, placement of the given sound in series of words).

Look at pictures beginning with the sound. Identify one that does not belong (begins with a different sound).

Look at actual objects beginning with the sound.
Identify one that does not belong.

Identify the sound by letter and sound, learn it.

Practice saying, seeing, listing, drawing things that begin this way.

Keep a chart in a prominent place in the room of sounds that have been taught.

WORD RECOGNITION SKILLS BY READING LEVELS

e-primer

Phonetic Analysis (Visual-auditory discrimination)

Initial consonants in words: c (come); k (Kim); d, f, l, m, r, s (see); t, w

Structural Analysis (Visual-auditory and visual discrimination)
During the reading-readiness stage, the children are prepared for the analysis of the structure of words through systematic guidance in:

1. Semantic analysis
2. Auditory discrimination
3. Visual discrimination

Semantic Analysis
Basic concepts: written language-experience relationships

a. Association of names with ownership of things.

b. Association of language with things (i.e., people, places, actions, objects, etc.)

c. Association of language with qualities of things (e.g., color, size, etc.)

Connective values: and, at, to with

Negative values: (e.g., big, little)

Relationships between opposite ideas (e.g., come, go)

Shifts of meaning (e.g., We will go for a ride. I like to ride in the wagon.)

Primer (Maintain skills from previous level)

Phonetic Analysis

Initial consonants in words: b, k, n, p, g, (be, big)

Rhyming elements in words (e.g., make, cake)

Structural Analysis (Visual-auditory and visual discrimination)

Variants: nouns with "s" endings (e.g., duck, ducks)

Variants: verbs with "s" endings (e.g., ride, rides)

Semantic Analysis

Basic concepts:

a. Singleness and pluralness

b. Oneness, twoness and threeness

c. Chronological sequence: now, then, next, soon

Connective values: after, but, an, of

Negative values: no

Relative values: (e.g., as little as)

Relationship between opposite ideas (e.g., new, old)

Shifts of meaning (e.g., What time is it? Will we be on time? Is this the first time?)

Levels of abstraction-classifications (e.g., Tike, dog, animal)

Indexing (e.g., Identifying different colors - red, green, yellow)

First Reader (Maintain skills from previous levels)

Phonetic Analysis

Initial consonants - j, y

Final consonants - d, g, k, l, m, n, r, s (yes), s(z), t.

Rhyming elements (e.g., down, brown, clown)

Initial consonant blends - bl, br, cl, fl, fr, gl, gr, pl, pr, sh, sp, st, tr, tw, wh (where)

Structural Analysis

Variants formed by adding d, ed, 's, to the last syllable (e.g., danced, climbed, Dick's)
Variants formed by adding the extra syllable ing (e.g., roll, rolling)

Semantic Analysis

Basic concepts:

a. Complementary concepts (e.g., seasons: fall, winter, spring)

b. Chronological sequence: first, next, last

Relative values (e.g., fast, long, far)

Relationships between opposite ideas (e.g., night, day)

Shifts of meaning (e.g., I am going to the fair. The weather is fair today. He plays a fair game. He is a fair man.)

Levels of abstraction (e.g., Tike, dog, animal)

Indexing (e.g., identifying different animals, people, etc.)

Second Reader - Level One (Maintain skills from previous levels)

Phonetic Analysis

Final consonant blends (two letters) in words: ch (reach) ld, nd, nt, st

Initial consonant diagraphs in words: sh (should, the voiced and the voiceless)

Final consonant diagraphs in words: ck, ng, sh

"Long" sounds of vowels in words: Open accented syllables: vowels e, o (he, no)

"Short" sound of vowels a, e, i, o (in, sat, met, his, not) closed syllables in words

Rhyming elements in words: (e.g., say, hay; boat, goat; thought, brought)

Use of terms "vowel" and "consonant" in oral discussion.

Structural Analysis

Variants formed by adding s' to last syllable (e.g., neighbor, neighbors')

Variants formed by adding the extra syllables es, er, est (e.g., dresses, keeper, warmest)

Variants formed by adding s, 's, ed (e)d to base words that require an extra syllable (e.g., voices, horse's, paraded, landed)

Hyphenated and solid compounds, using known words (e.g., far-off, milkman)

C

Semantic Analysis

Basic concepts:

a. Complementary concepts (e.g., workers: busman, farmer, milkman, etc.)

b. Chronological sequence: second

Connective values: along, above, until, near, however

Relative values (e.g., as warm as, nearer, shortest)

Second Reader - Level Two (Maintain skills from previous levels)

Phonetic Analysis

Initial consonant blends in words: sl

"Long" sounds of vowels in words

a. Final e syllables: vowel u

b. Vowel diagraphs: ai, ay, ea, oa, ow (grow)

"Short" sounds of vowels in words: vowel u

"Short" and "long" oo (food, book) in words

Dipthongs: ou, ow (cow)

Effect of r on preceding vowels in words

Sounds of homonyms
e.g., Pat rode the horse.
Down the road they went.

Structural Analysis

Derivatives formed by adding the extra syllable ly: brightly

Contractions with one letter omissions (e.g., where's, didn't)

Semantic Analysis

Basic Concepts:

a. Complementary concepts (e.g., shoemaker, painter, policeman)

b. Chronological sequence: third, fourth

Connective values: across, while

Relative values (e.g., farther than, half as much, smaller)

Causal relationships: because

Relationships between opposite ideas (e.g., morning, evening)

Shifts of meaning (e.g. Father has a felt hat.
Joe felt very well last night.
He felt under the table for the ball.)

Levels of abstraction (e.g., east, direction; plum, fruit, food)

Indexing (e.g., Identifying different kinds of shops)

definite terms (e.g., fifty years, tomorrow)

Indefinite terms (e.g., almost, much)

Fact versus fiction: Fairy story versus description

Fact versus opinion: sense data versus inferences

Figures of speech

Attitutdes and mood of story characters

Third Reader - Level One (Maintain skills from previous levels)

Phonetic Analysis

Initial consonant blends in words: qu (kw as in quick) sl, sw

Initial consonant blends (three letters in words: squ (skw as in squireel), str, thr

Final consonant blends in words: ft, nk

Initial consonant diagraphs in words: kn, wr

Final consonant diagraphs in words: lk, ll

Final consonant triographs in words: ght

Hard and soft "g" and "c" in words

The "ar", "er", "or" sound equivalents in unaccented syllables of words (e.g., doll(ar), butt(er), neighb(or))

Use of terms "vowel" and "consonant" in study book activities.

"Syllable" phonics (see Structural Analysis below)

Structural Analysis

Variants formed by doubling the final consonant before adding ed, ev, est, or, ing (e.g., planned, bigger, biggest, digging)

Variants formed by dropping the final "e" of base words before adding er, est or ing. (e.g., settler, finest, saving)

Variants and derivatives formed by changing y to i before adding ed, es or ly. (e.g., studied, ponies, happily)

Derivatives formed by adding the suffixes ful or y (e.g., helpful, lucky)

Use of the term "syllable"

Relationships between opposite ideas (e.g., always, never)

Shifts of meaning (e.g., will you watch the dog for me? That is a watch dog. It is three o'clock by my watch.)

Levels of abstraction (e.g., kitchen, room, place)

Identifying different ways of travel.

Definite terms (e.g., four miles, next day)

Indefinite terms (e.g., long ago, some, few)

Fact versus fiction: fables and facts

Third Reader - Level Two (Maintain skills from previous levels)

Phonetic Analysis

"Long" vowels in open syllables in words: a, i, u (pirate, famous, music)

"Syllable: phonics: accent in two-syllable words, etc. (See Structural Analysis below)

Structural Analysis

Variants formed by changing f to v before adding es (e.g., wife, wives)

Derivatives formed by adding the suffixes en, n and less (e.g., wooden, grown, fearless)

Derivatives formed by adding prefixes re, un, and dis (e.g., replace, unlock displease)

Syllabication

a. Two-syllable words with a single consonant between two vowels (e.g., pilot, famous)

b. Two-syllable words ending in le preceded by a consonant (e.g., table, kettle)

Accent: primary accent on the first syllable of a two-syllable word (bas'ket)

Semantic Analysis

Basic concepts

a. Complementary concepts (e.g., people, men, women, children)

b. Chronological sequence: repeated

Connective values: against, among, either, inside

Relative values (e.g., middle, cozier, more useful than)

Equivalent values (e.g., queer, strange, mouth, opening)

Relationships between opposite ideas (e.g., easy, difficult)

Shifts of meaning (e.g., Make a line around the word. Do you have a fishing line? Please walk in a straight line.)

Levels of abstraction (e.g., autumn, season, time)

Indexing (e.g., identifying different kinds of ships)

Definite terms (e.g., twenty, quarter, thousand)

Indefinite terms (e.g., several, cool, ages)

Fact versus fiction: fable versus exposition

Figures of speech (A thought ran through her head.)

Feeling and attitude of a character.

Fourth Reading Level (Maintain skills from previous levels)

Derivatives formed by adding prefixes and suffixes

Glossary

Dictionary skills -

Alphabetizing

Guide words

Syllabication

Accent

Pronunciation, use of phonetic key

Abbreviations

Semantics

Index

Meaning: Use of terms antonym, synonym, homonym

Reference:

Word Recognition Chart - Pre-primer through Third Level
Emmett Albert Betts, Carolyn M. Welch

Semantic Analysis

Basic Concepts:

a. Complementary concepts (e.g., valley, mountain)

b. Chronological sequence: continue, added finally

Connective values: although, between, during, without

Relative values (e.g., beyond)

Relationships between opposite ideas (e.g., wild, tame)

Shifts of meaning (e.g., Can you row a boat? Put the boxes in a row.)

Levels of abstraction (e.g.,

Indexing (e.g., identifying different kinds of markets)

Definite terms (e.g., square, thirty, families)

Indefinite terms (e.g., law, wide, thick)

Fact versus fiction: legend versus description

Fact versus opinion: verifiable statement versus judgments

Figures of speech (The boy ran like the wind)

Mood, tone, intent of writer.

INSTRUCTION

IN

HANDWRITING

SOME SUGGESTIONS FOR TEACHING A HANDWRITING LESSON
(involving a letter form)

1. Pupils evaluate a piece of functional writing by

    a. Observing correctly formed letter as seen on model sheet, perception strip, or teacher's model

    b. Noting deviations of his letter from model

    c. Discussing cause of difficulty and corrective measures

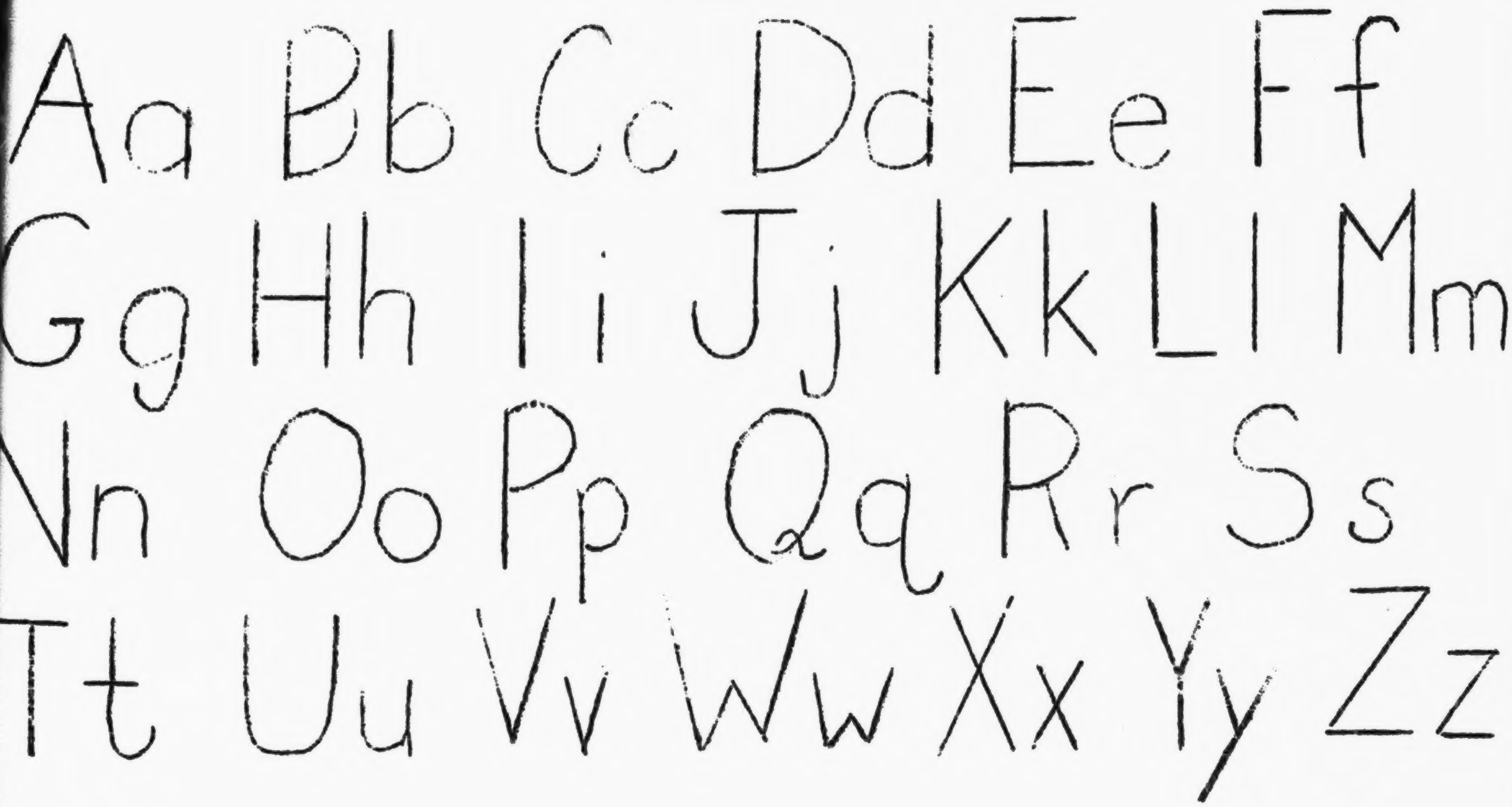
2. Teacher demonstrates the correct letter form by writing it on the blackboard in a word first, then in isolation. (The word would have been one pulled from the children's papers.) As the teacher writes the letter in question, she should use descriptive words, pointing out significant features such as size, proportion, point of beginning stroke, direction and sequence of strokes.

3. Pupils write one letter on blackboard and paper and evaluate it immediately in terms of their needs and the teacher's earlier description.

4. Pupils practice letter a few times, evaluating as they write, then practice skills learned in functional situations.

5. Teacher may introduce just one, or several letters that are based upon same strokes. (See cursive and manuscript forms.)

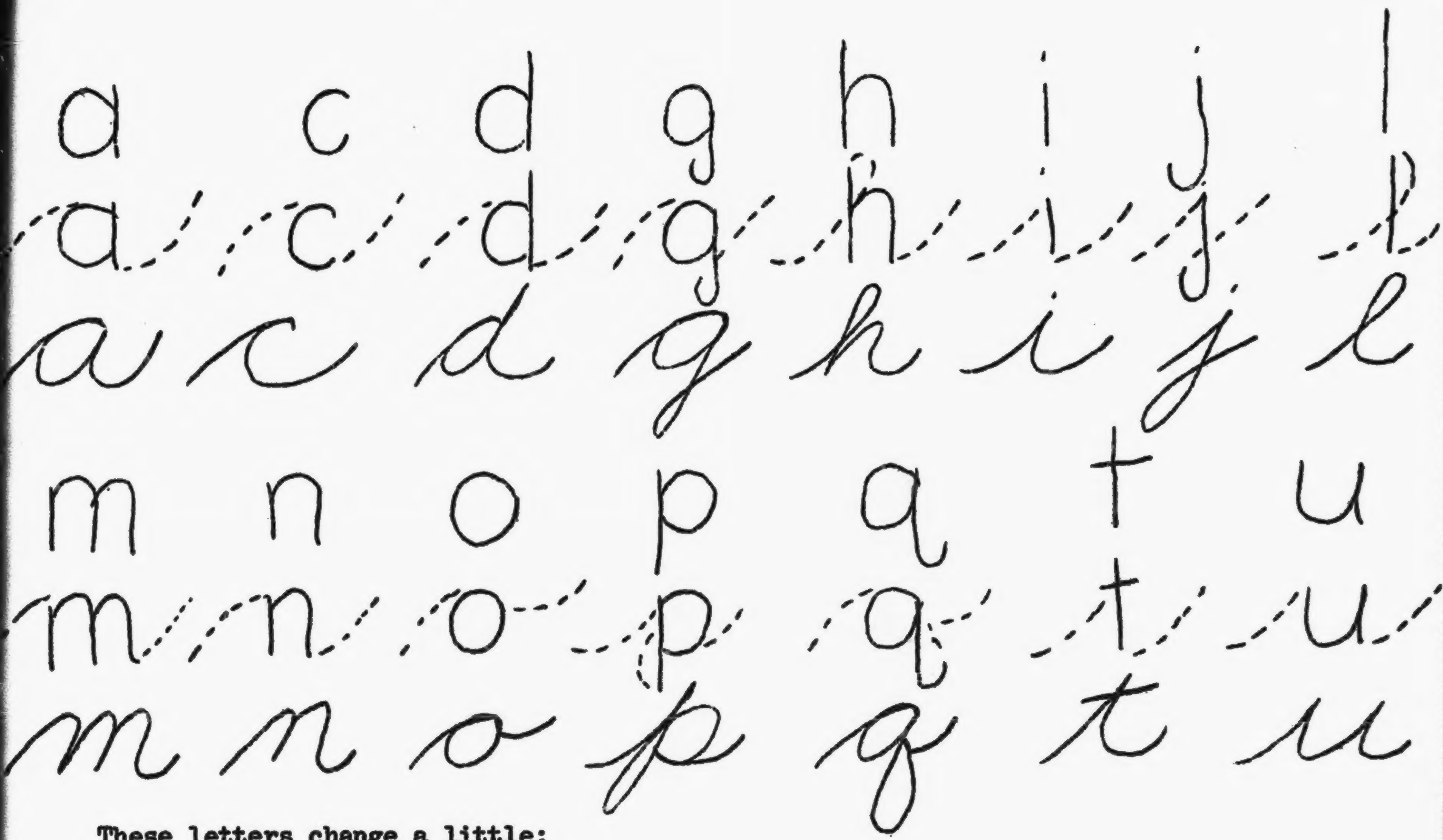
Manuscript (printing) Form


Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss
Tt Uu Vv Ww Xx Yy Zz

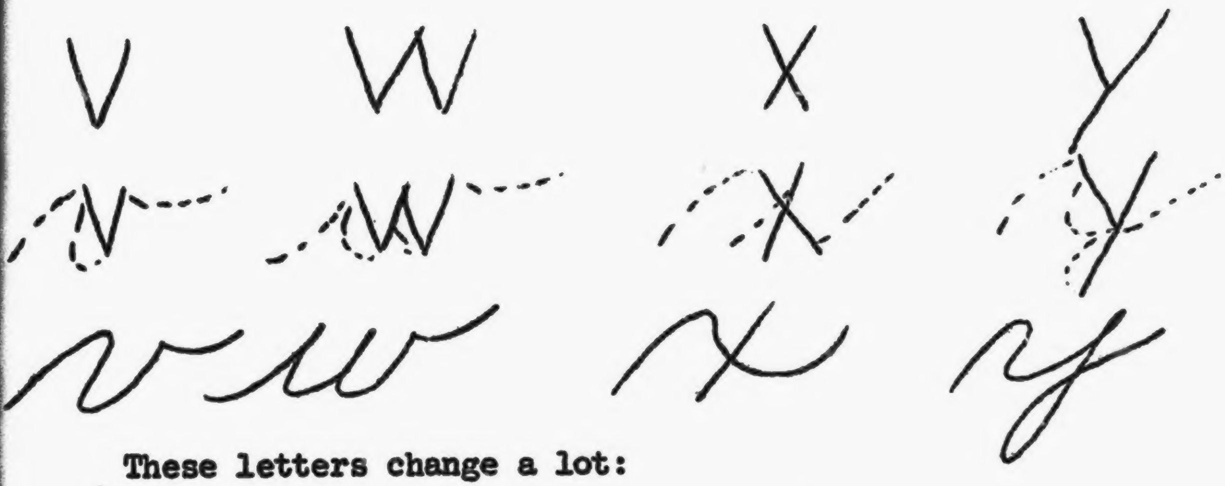
All manuscript letters are based upon a straight line, a circle, or part of a circle.

The Transition from Manuscript to Cursive Writing

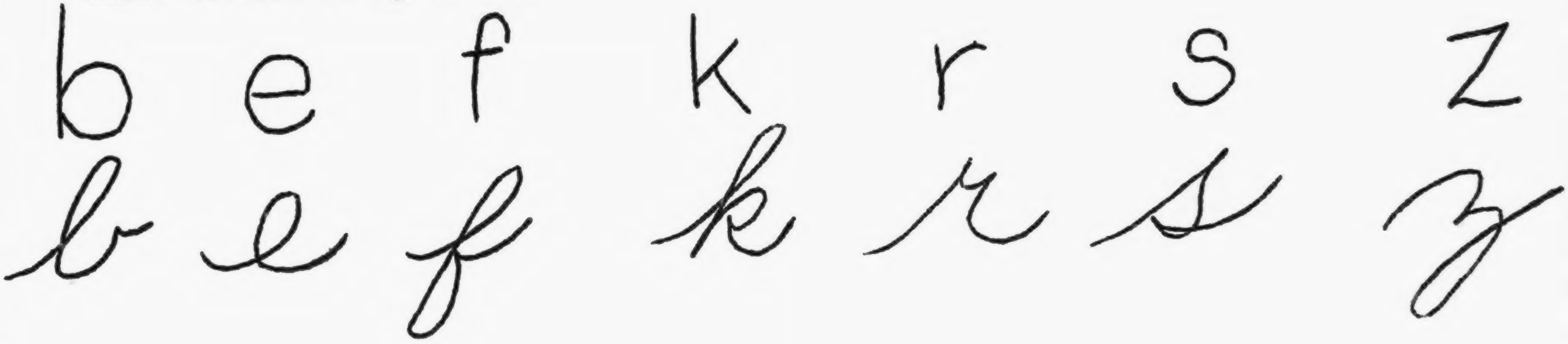
These letters do not change:


a c d g h i j l
m n o p q t u

These letters change a little:

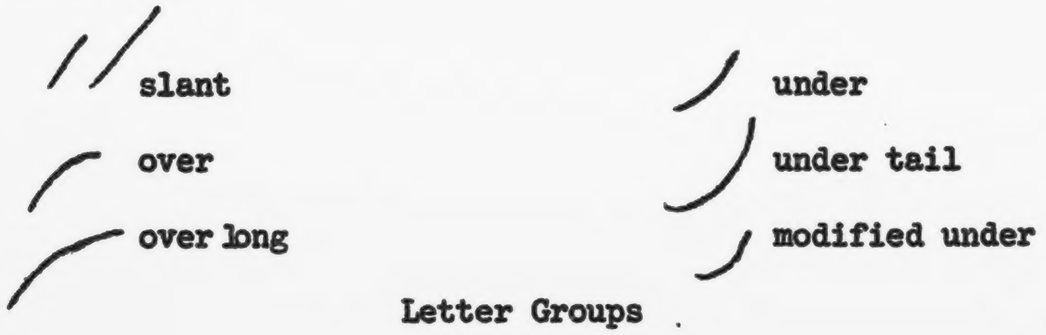


These letters change a lot:

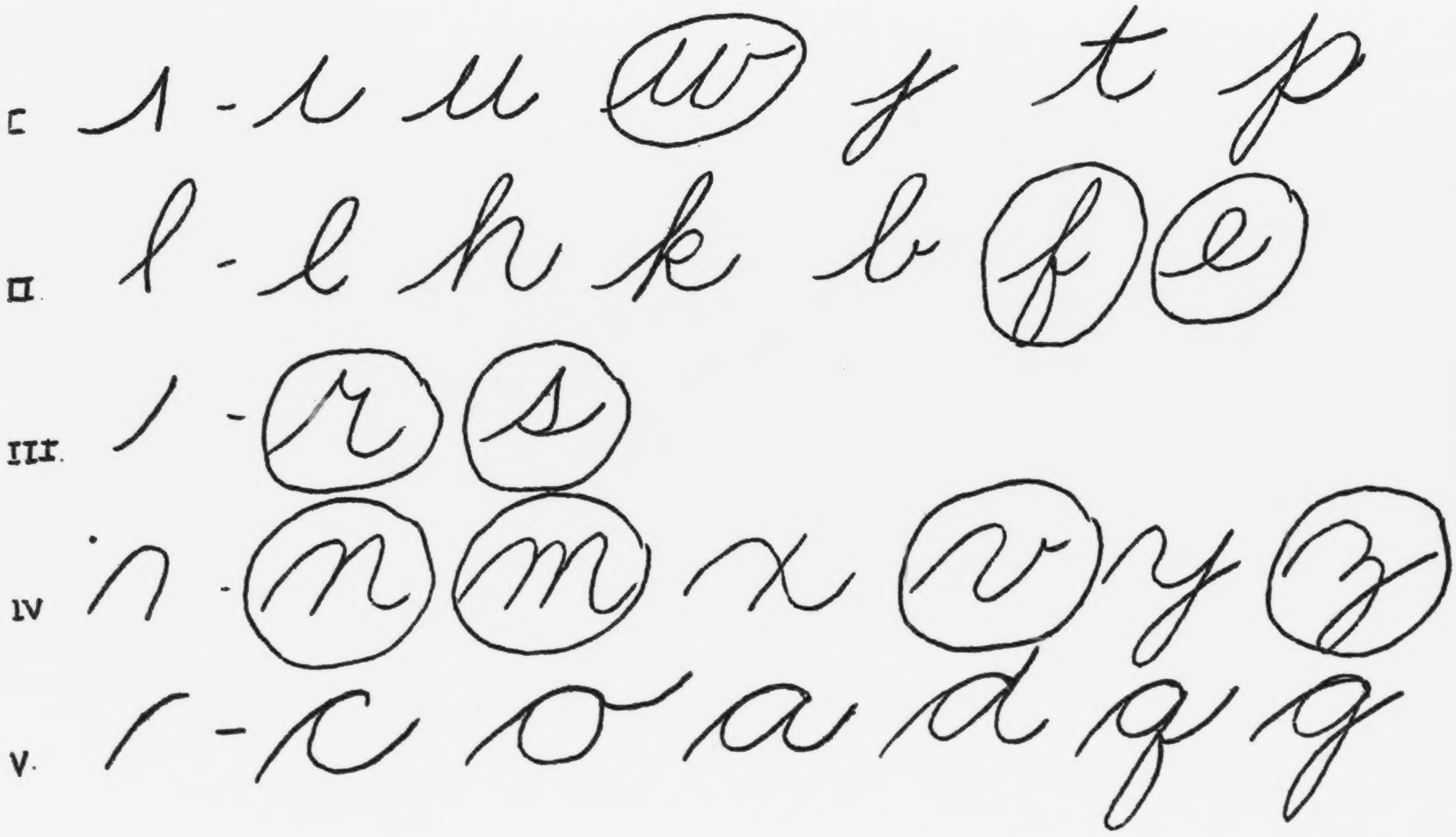


Names of Parts

Key - "○" around letter means you cannot show correlation between manuscript and cursive-

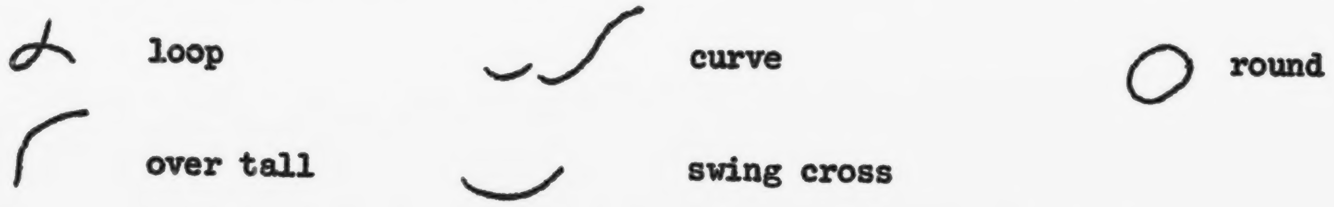

slant
over
over long
under
under tail
modified under

Letter Groups

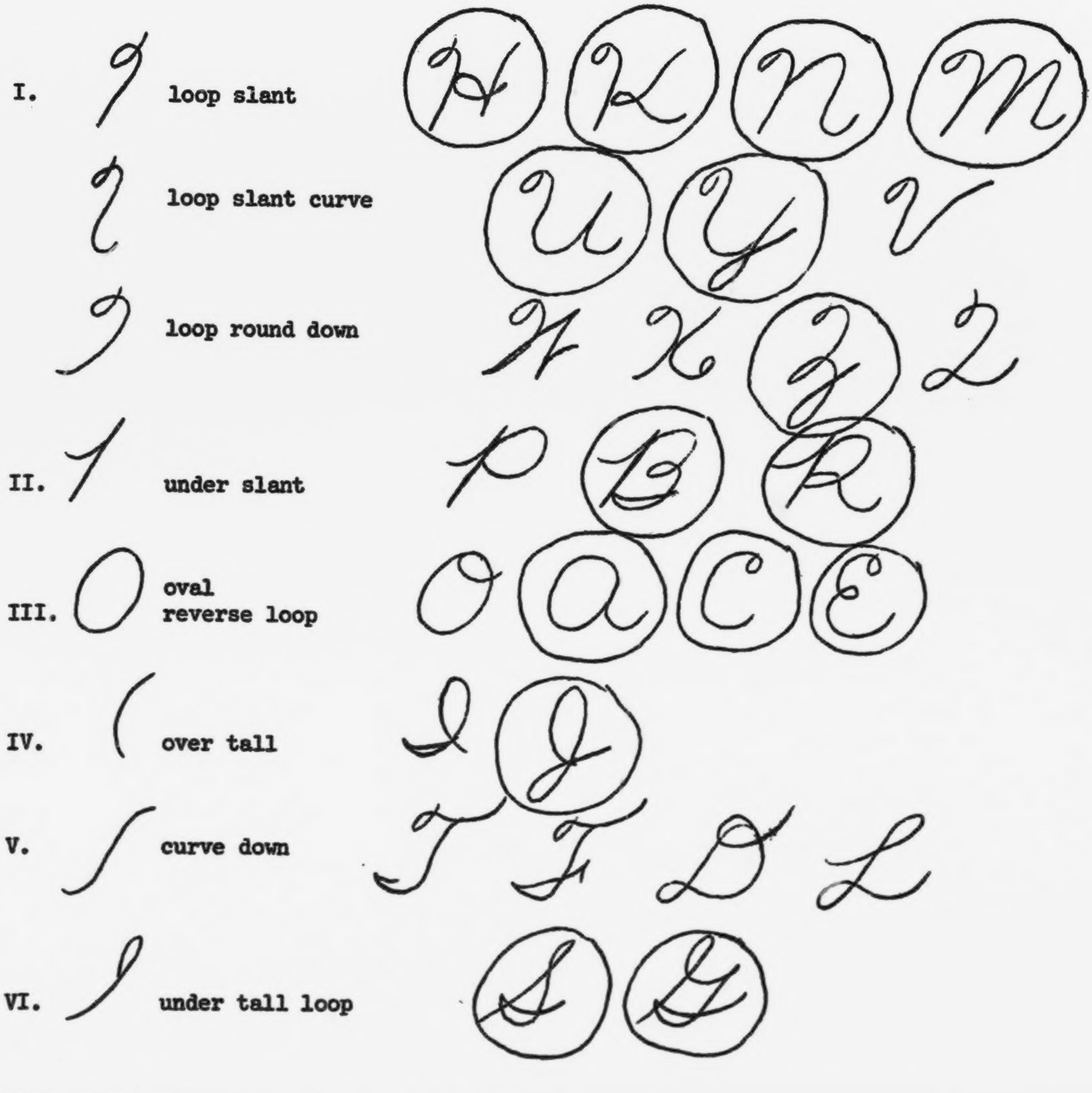


Names of Parts

Key - "○" denotes caps that may be joined onto following letter.


loop
curve
round
over tall
swing cross

Letter Groups


I. loop slant
H K N M
loop slant curve
U Y V
loop round down
W X Z Q
II. under slant
P B R
III. oval reverse loop
O A C E
IV. over tall
I J
V. curve down
T F D L
VI. under tall loop
S G

INSTRUCTION
IN
SPELLING

Organizing Spelling to meet the needs of Retarded Children

1. This program should develop an awareness of correct and incorrect spelling.

2. This program should not be pure mastery of words from memory but a development of power in handling words. (Use phonetic and structured analysis techniques.)

3. The teacher should select words from protective vocabulary and life situations vital to the child.

4. The word analysis taught as part of the reading program should transfer to spelling and the child should be taught to think about words, not merely memorize them.

5. Improvement in the quality of handwriting in poor spellers, and exercises to increase motor control should help poor spellers.

6. Pupils should be taught to re-check all written work to eliminate spelling errors.

7. The goal in spelling should be the ability to spell words correctly and apply this knowledge to all written work.

INSTRUCTION
IN
ARITHMETIC

Basic Steps in Teaching a New Skill/Concept in Arithmetic

1. Explore - discover - work with actual teaching aids - ... MANIPULATIVE STEP.
2. Illustrate the skill by diagram on the chalkboard...VISUALIZATION STEP.
3. Develop the generalization into an algorism...ABSTRACTION STEP.
4. Give opportunity for practice in skill and problem solving. Encourage the children to illustrate their computations by dots, figures, or other symbols.

Suggested Program in Arithmetic

The following general program in arithmetic is tenable for the educable mentally retarded children. The teacher should ask these questions about each of the items suggested: Is it important enough to teach? If it is to be taught, how can it be introduced in a concrete way? How can the abilities connected with the topic be practiced enough to assure real learning?

Beginning Work

1. Rote and rational counting (applying numbers to objects and recognizing groups).
2. Informal, incidental additional and subtraction.
3. Some simple, accurate ideas of number relationship.
4. Concepts of direction, size, weight, motion, amount, time, temperature, distance and comparison.
5. Reading number symbols.
6. Writing number symbols.
7. Ordinals
8. Use of calendar (days, weeks, months, seasons, and years).
9. Use of numbers in problem situations.

Second Level

1. Processes of addition and subtraction, beginning with "live situations"; learning of basic facts.
2. Background and readiness for multiplication and division process.
3. Understanding of place value, zero.
4. Background and readiness for common fractions.

5. Further concepts of direction; size; weight; motion; amount; time; temperature; distance; comparisons.

6. Telling time (minute, hour).

7. Money (penny, nickel, dime, etc.)

8. Measures (pound, quart, pint, inches, feet, yard, miles - with plentiful use of reference measures).

9. Problem solving.

Third Level

1. Facility in addition, with carrying.'

2. Facility in subtraction, with borrowing.

3. Facility in multiplication (possibly as high as 2-3 place multipliers).

4. Facility in division (possibly as high as 2-3 place divisors).

5. Common fractions (addition and subtraction; possibly multiplication of a whole number times a fraction, as 3 x 1/2).

6. Decimal fractions (perhaps).

7. Estimations.

8. Problems (oral arithmetic; "irrelevant fact" problems; original problems).

Final Level

1. Simple business procedures, as costs; expense; receipts; overhead; mortgages; dividends; money invested; promissory notes; rent; health and car insurance; taxes - federal, state, property and sales; home budgets; wise buying - misleading advertisements, quantity buying, installment buying, postal practices.

2. Simple banking procedures.

3. Numbers in shop and home economics problems.

4. Occupational problems (hours, wages, rate of pay, social security, etc.)

"Arithmetic Fundamentals for the Educable Mentally Retarded"
Journal of the American Association of Mental Deficiency, July 1961. Pages 59-60.

INSTRUCTION IN
CREATIVE ACTIVITIES TO BE EMPLOYED
IN CONJUNCTION WITH SOCIAL STUDIES

STEPS IN A CREATIVE ACTIVITY

A. Discuss and plan the purposes of the activity in terms of the learnings which will be illustrated or developed.

    1. Teacher (or children) assemble materials beforehand.

    2. Arrange materials so that they are accessible to working groups.

    3. Arrange children into suitable working groups.

    4. Discuss the medium to be used.

        a. Safety precautions.
        b. Cleanliness methods.
        c. How to use the medium.

    5. Discuss artistic possibilities of the medium.

    6. Encourage creativity and individuality.

    7. Share and show the results.

    8. Clean up the room.

B. Choose committees to work on different activities.

C. Guide committees to plan the activity before they actually begin. (This may involve planning on paper first.)

D. Begin the activities.

E. Evaluate the activity in terms of purposes and learnings.

SUGGESTED ACTIVITIES BASED UPON MENTAL AGES OF CHILDREN

Activity	First & Second Grade Mental Age	Third Grade Mental Age	Fourth Grade Mental Age	Fifth Grade Mental Age	Sixth Grade Mental Age
Painting					
Cut/Tear Paper					
Masks					
1. Construction Paper 2. Paper Bags					
Sawdust Mache					
Clay					
Chalk					
Drawing/Sketching					
Mosaics					
Collage					
Puppets					

These activities may be used in conjunction with the following projects:

1. Mural
2. Picture
3. Frieze
4. Diorama
5. Booklet (Class or Individual)
6. Exhibit
7. Puppet Show

Each project should have accompanying explanatory charts in terms of the activity and learnings employed.

INSTRUCTION

IN

SOCIAL STUDIES

SOCIAL STUDIES

The Teaching Unit

1. Planning should be done in advance of the teaching of a unit.
    - a. Study the introduction, objectives, and scope of the unit in order to obtain a point of view and sense of direction for the planning which will follow. Have the objectives clearly in mind.
    - b. Familiarize yourself with all the resources available in the school for teaching the unit: the textbook, classroom references, library books, equipment, filmstrips, pictures, and other aids.
    - c. Line up other useful resources by writing away for free materials listed in the course of study and elsewhere, scheduling films and other visual aids, collecting pictures and things related to the unit, finding out about the people in the community who will serve as resource people for the study, investigating possible field trips, and other procedures. The lists of suggested activities in the course of study may give you some ideas about the kinds of resources to assemble.
    - d. Think through an overall plan for teaching the unit. Set up a tentative time allotment for the various unit problems.
    - e. If there are several teachers in the building working on the same unit, meet with them to share ideas, materials, and procedures. The principal or supervisor will be glad to help.
    - f. Decide on the best approach to use. The course of study suggestions will give you several ideas, or you can use your own.
2. Necessary considerations when actually teaching the unit
    - a. Begin the unit in an interesting fashion. Use a good approach; include an overview of the unit. Feature the unit title somewhere in the room.
    - b. Point out to the pupils the relationship of the unit to the work that has gone on before and to the theme for the year. Help pupils to grasp the scope of the year's program.
    - c. Plan with the pupils the major problems to be considered, working from the course of study or from an overview of the text.
    - d. Plan with the pupils the activities to be used in solving the problems selected. Use the course of study for ideas.
    - e. Make specific daily plans for each day. Include tentative time allotments for each part of the class session.

f. Plan an on-going activity with the pupils to lend greater continuity to the unit. This activity may be a cumulative chart or outline, a booklet, daily log, a series of maps or diagrams, a graphic record of progress in a certain skill, an expanding bulletin board display, murals, dioramas, etc. Again consult a course of study for ideas.

g. Evaluate the work done. See a course of study for suggestions. Remember, however, that evaluation is a continuing process not to be limited to some procedure at the conclusion of a unit. Remember too, that pupils can share in evaluating their own progress.

You must be the judge of how much planning your pupils can profitably be involved in. Successful teacher-pupil planning depends upon such factors as maturity of pupils, teacher control and experience, and teacher-class relationships.

SELECTED
RESOURCE
UNITS

UNIT TITLE: OUR BREAD AND BUTTER IN PIONEER DAYS AND TODAY

UNDERSTANDING

I. Understanding ways of cultivating grains yesterday and today

II. Process of baking bread

III. Inventions to aid in cultivating and and baking

IV. Methods of dairy farming

CONTENT

I. Social Studies
   - A. Raising of wheat
   - B. Animals giving milk
   - C. Changes in cultivating

II. Health
   - A. Nutrients needed for people
   - B. Proper diets
   - C. Kinds of flour and how raised

III. Science
   - A. Yeast - experiments to show raising

IV. Library
   - A. Books on wheat
   - B. Books on butter
   - C. Books on dairy farm

V. Reading
   - A. Chart stories
   - B. Health books

VI. Handwriting - stories - invitations to visit rooms

VII. Spelling - on level for class - words introduced as unit progresses - butter, grain, etc.

LEVEL: PRIMARY

ACTIVITIES

1. Visitation to farm
   A. Drawings for booklets
   B. Building farm - boxes, clay, paints
2. Visit to Dairy
3. Making butter
4. Making bread
5. Writing chart stories
6. Giving classroom reports on farm - dairy
7. Write invitations to other classes to visit the farm in the room

RESOURCES

1. Publications of National Dairy Council send to:

   Dairy Council of Upper Chesapeake Bay, In
   6600 York Road
   Baltimore, Maryland 21212

   Phone - Drexel 7 - 6588

2. Better Homes and Gardens Cook Book

UNIT TITLE: COOKING IS FUN

UNDERSTANDING	CONTENT
I. All living things need food.	I. Prelude to the Planning
II. Almost all foods must be prepared in some way for consumption.	A. Importance of well-balanced meal
III. One way to prepare food is to cook it.	B. A sample menu
	C. Sources of some food
	D. Importance of accurate measurements
	E. Importance of clean hands
	F. Care and caution with stove or oven
	II. Planning
	A. What do they want to make?
	B. Choose simple recipe.
	C. Discuss quantity of food needed.
	D. Discuss how food will be bought, paid for, when, where, and by whom; or - have each child bring something from home
	E. Discuss what equipment needed for mixing, measuring, cooking and clean-up.
	III. Cooking

LEVEL: ELEMENTARY

ACTIVITIES

1. Activities for those not doing the actual cooking

    A. Make collages of well-balanced meals, poorly balanced meals

    B. Make charts or pictures of foods they like best; foods they don't like; breakfast foods; supper foods; foods to take on a picnic; foods you brought to school

    C. Do a place setting with plastic ware.

2. Activities for those doing the actual cooking

    A. Have each one read, write recipe on large chart

    B. One child assembles all materials

    C. Everybody washes hands

    D. Take turns measuring

    E. One child is the mixer.

    F. One child puts stuff in oven

    G. One child times it

    H. One child takes it out

    I. Children serve and make preparations for serving

RESOURCES

1. Resources for Teachers

    A. Handbook of Food Preparation;
    American Home Economics Assn.,
    Washington, D. C.
    1600 20th (50¢)

    B. Martin, Ethel A.; Robert's Nutrition Work with ChildRen; University of Chicago Press

    C. Various publications for
    National Dairy Council
    Chicago 6, Illinois

2. Resources for Children

    A. Better Homes and Garden Cookbook

    B. Clark, Gavel; Let's Start Cooking
    William R. Scott, New York

    C. Freeman, M. U.; Fun With Cooking
    Bobbs, Merrill; New York

    D. Hoffman, P. Miss B's First Cookbook
    Random House, New York

UNIT TITLE: LOCAL TRANSPORTATION

UNDERSTANDING	CONTENT
I. Understanding of the kinds of local transportation within our environment	I. Kinds of local transportation A. Walking B. Bicycle C. Private car D. School bus E. Public bus F. Taxi G. Boats
II. An understanding of the variety of signs that are used for the safety of all	II. Types of signs used for safety A. Stop B. Caution C. Go D. Detour E. Danger-slow F. Reduce speed G. Railroad Crossing, Stop, Look, Listen H. Keep Left I. Keep Right
III. An understanding of the kinds of long distance transportation used in environment	III. Kinds of Long Distance Transportation A. Bus B. Train C. Private car D. Tractor-trailer E. Planes F. Ships and Boats G. Spaceships
IV. An understanding of the newest phase of travel and transportation being developed, namely "Space Age"	

LEVEL: ELEMENTARY

ACTIVITIES

1. Paint pictures of different means of transportation in environment or community and identify each. Make a mural showing transportation.

2. Visit a bus station

3. Visit a taxi stand

4. Visit a boat wharf

5. Discuss job opportunities offered in the transportation field

6. Show pictures and cards collected on a trip to the group

7. Paint a picture of a train including the different kinds of cars labeling same.

3. Show snap-shots of your trip or perhaps movies of trip

9. Collect pictures or draw and paint pictures of tractor trailers

10. Visit travel agencies, collect travel folders

11. Collect pictures of people who work on boats, identify workers. Draw and paint pictures of different boats and label each.

12. Start space scrap book. Have children keep Space Bulletin Board. Draw and paint pictures of rockets and label them.

RESOURCES

1. Transportation - McCullough, John G. - Crowell 1954

2. Transportation - Dalgleish, Alice, MacMillan (N.Y.) 1964

3. Transportation - History, Llewellen, John B. - Childrens Press, Inc. 1952

4. Transportation - History, Tunis, Edwin World Pub. Co. 1955

FILMSTRIPS

1. Railroad Transportation

2. Transportation

3. Kitty Hawk to Canaveral

4. Airplanes at Work

5. Busses at Work

6. Freight Trains at Work

7. Trailers at Work

8. Trucks at Work

*FILMS

1. Development of Transportation E.B. 1639

2. Airplane Trip by Jet E.B. 1919

3. Ocean Voyage

4. Inland Waterways

* Howard County Board of Education

UNIT TITLE: CITIZENSHIP

UNDERSTANDING	CONTENT
I. Living as a good citizen in our home, school and community II. Understanding that democratic processes are the concern of each individual of the entire group	I. Citizenship A. Home B. School C. Community II. Safety A. Home B. School C. Community III. Personal Health and Hygiene A. Home B. School C. Community IV. Use of Leisure Time A. Home B. School C. Community

LEVEL: MIDDLE

ACTIVITIES	RESOURCES
1. Assign appropriate T.V. Programs to watch	1. T. V. Guides
2. Read to younger members of family	2. Library
3. Book report in class of books read at home	3. Resource people: minister 4-H club leader Boy Scout leader Girl Scout leader
4. Encourage participation in clubs, choirs, etc.	4. Health and Hygiene (Detroit Study Guide)
5. Motivate student to participate in games, sports and part-time jobs	5. Resource people: fireman policeman nurse postmaster
6. Discussion of being a good neighbor - skits also	6. Newspapers Election officers or supervisor
7. Keep chart of health rules followed at home	7. Contact Health Dept. for information and charts
8. Invite resource people from community	8. Health Nurse
9. Field trip to near-by organizations (fire-dept., post office, etc.)	9. Dairy Council of the Upper Chesapeake Bay, Inc. 6600 York Road Baltimore, Maryland 21212
10. Classroom assignments and duties	10. County Police Department
11. Skits, demonstrations, chart stories on classroom manners	11. A.A.A.
12. Introduce voting procedures - use of mock machines, read newspapers for information on delegates	12. Resource people in community
13. Encourage good health rules - chart stories	13. C. & P. Telephone Co.
14. Invite health nurse in to give a talk.	
15. Safety rules and regulations emphasized - invite county policeman in.	
16. Use AAA posters - look for road signs - students make some	

LEVEL: MIDDLE

ACTIVITIES	RESOURCES
17. Attempt to create interest in community organizations	
18. Show available films	
19. Invite resource people in.	
20. Use of telephone - obtain sets from telephone company. Ask for film and demonstration from C & P staff.	

UNIT TITLE: ORIENTATION

UNDERSTANDING

I. To develop security and proper adjustment in a new situation and surroundings

II. Understanding that there are both priviledges and responsibilities in democratic group living

CONTENT

I. Become familiar with school building and grounds

II. Learn rules and regulations of school

III. Get acquainted with school personnel

- A. Principal
- B. Vice-Principal
- C. Counselor
- D. Department heads
    1. Librarian
    2. Art
    3. Shop
    4. Physical Education
    5. Home Economics
    6. Music

IV. Acquire knowledge of school schedule

V. Finding how the school is like a community

LEVEL: MIDDLE

ACTIVITIES	RESOURCES
1. Tour school building	1. School hand-book
2. Make floor plan and identify different areas of school	2. Guidance counselors
3. Interview school personnel	3. General Assembly
4. Interview janitor and cooks	4. Orientation from department heads
5. Planning for school activities	5. Preview filmstrips available and choose those appropriate for the unit.
6. Review conduct regulations	
7. Review bus drills, conduct, etc. chart stories, booklets	
8. Review fire and civil defense drills	
9. Visit learning for orientation	
10. Chart stories of rules and conduct throughout school	
11. Explain class schedules Make chart on board	

UNIT TITLE: HOWARD COUNTY

UNDERSTANDING	CONTENT
I. An understanding of the early history of our county	I. How our county originated; who named it and when. The first people who lived here.
II. An understanding of the geographic features of our county.	II. Comparison of size and location of our county, rivers, soil.
III. An understanding of the types of transportation in our county	III. Different transportation facilities available - cars, bus, train, plane
IV. An understanding of our county government	IV. County seat and functions carried on there. Officials of county.
V. An understanding of the educational system in Howard County.	V. Employees and their duties at the Board of Education
	VI. Knowledge of other schools in the county

LEVEL: MIDDLE

ACTIVITIES

1. Read stories of early history of county.
2. Discussion of John Eager Howard or biographical sketch
3. Study map of Howard County, locate and name rivers, mountains, cities, etc
4. Compare Howard County with other counties as to size and location
5. Locate highways in county. Investigate and list ways of traveling.
6. Field trip to courthouse.
7. Writing letters to courthouse requesting information
8. Invite an official to talk to the class
9. Invite a member of the Board of Education staff to give a brief survey of employees and their duties.
10. Locate other county schools on county map.
11. Discuss county laws and student responsibilities following them
12. Discuss taxes and voting
13. List ways individuals can cooperate with their county.

RESOURCES

1. Historical Society, Ellicott City, Md.
2. Road maps
3. County Road Department
4. U. S. Army Map & Charting Service
5. U. S. Air Force Maps (1;500,000 scale)
6. County Courthouse
7. Courthouse officials
8. Board of Education Office
9. Local fire chief or representative
10. Local law enforcement officer
11. Local collector of taxes.

UNIT TITLE: MARYLAND

UNDERSTANDING

I. Understanding of the early history of Maryland

II. Understanding of the geographical features of Maryland

III. Understanding of the weather and climate of Maryland

IV. Understanding of the transportation facilities in Maryland.

V. Understanding of the communication facilities in Maryland

VI. Understanding of the responsibilities to my state.

CONTENT

I. When, why, where and by whom was Maryland settled

Historical places and people

II. Size and location of Maryland in reference to other states.

III. Important major rivers, moutains and cities, also county seats.

Division of counties and county seats.

IV. The weather and climate of Maryland and its affect on our daily lives.

V. Highways in Maryland

VI. Rivers used for transportation

VII. Railways in use - location and worth

VIII. Bus service available

X. Communication
   1. Telephone
   2. Telegraph
   3. Television
   4. Radio
   5. Postal service
   6. Cablegrams

XI. Democratic procedures

XII. Concern of state laws
   1. Protection of property
   2. Taxes
   3. Voting

LEVEL: MIDDLE

ACTIVITIES

1. Map study of the location of the first settlement.
2. Read stories of the first settlers.
3. Discussion of reasons for the settlement of Maryland.
4. Picture study of early settlers and living conditions at that time.
5. Map study of major mountains, rivers and cities.
6. Reasons for their importance listed.
7. Discuss climate in Maryland
8. Set up weather station in classroom - thermometer, barometer, anemometer, etc.
9. Listen to weather reports
10. Look in paper for weather maps - bring to class and study
11. Weather report in paper and on radio
12. Learn to use telephone to call Weather Bureau.
13. Study highway maps - trace main highways learn major route numbers
14. List uses of highways
15. Discuss how highways have improved - machinery used.
16. Find railways on road map.
17. Discuss history of first railroad, make chart story
18. Discuss uses of railroads today
19. Discuss various railroad cars and their uses.

RESOURCES

1. Filmstrips:
    - a. "Life in Jamestown"
    - b. "Life on a Southern Plantation"
    - c. "Life in a New England Town"
    - d. "Life in Plymouth"
    - e. "Our Democracy Developed"
    - f. "Life in a Southern Town"
    - g. Historical Society of Maryland Baltimore, Maryland
    - h. School and County Library
2. Classroom map of Maryland
3. High map from:
    Maryland State Roads Commission
    Planning and Programming Division
    Post Office Box 717
    Baltimore, Maryland 21203
4. Science books in library
5. Newspapers - daily
6. Weather Bureau
7. Hagerstown Almanac
8. Maryland State Road Commission Map
9. C & P Telephone Co.
10. Daily newspapers
11. "Keep Maryland Beautiful" packet (Maryland State Life and Game Commission)

LEVEL: MIDDLE

ACTIVITIES	RESOURCES
20. Demonstration by C. & P. Telephone Co.	
21. Discuss use of radios and televisions and suitable programs.	
22. Learn how to read T. V. Guides and radio programs.	
23. Discuss briefly cablegrams and telegraph.	
24- Make lists of ways to serve the state - keeping it clean, learning to read signs and obeying them - Make signs	
25. Skits of simple democratic procedures	

UNIT TITLE: UNITED STATES

UNDERSTANDING

I. Understanding of the early history of the United States.

II. Understanding of the geographic features of the United States.

III. Understanding of the weather and climate of the United States.

IV. Understanding of the basic ideas of our national government

V. Understanding of how people live in the United States

VI. Understanding of transportation facilities in the United States

VII. Understanding of communication facilities in the United States

VIII. Understanding of and respect for our national flag

IX. Understanding of why the nations' capitol is important

CONTENT

I. Why settlers come to America

   1. Famous early Americans

   2. History of the American flag, how it should be displayed and respected.

   3. Significance of the American Revolution and Civil War

   4. Washington, D. C. and its importance

II. Land

   1. Major rivers, mountains and cities

   2. Weather and climate

III. Operation of our government on the national level

IV. People

   1. Homes of Americans
   2. Clothing of Americans
   3. Occupations of Americans

V. Transportation

   1. Main highways and rivers
   2. Railways in use
   3. Bus service, nationwide
   4. Air travel

VI. Communication

   1. Radio
   2. Television
   3. Telephone
   4. Telegraph
   5. Cablegrams
   6. Postal service

VII. Respect and display of our flag

VIII. Capitol and other important buildings in D. C.

LEVEL: MIDDLE

ACTIVITIES

1. Read stories to class on the discovery of America.
2. Schedule class for library period to do research on early discoveries.
3. Show films on discovery of U. S.
4. Map reading - find places of earliest discovery.
5. Make booklet of short biographies of early famous Americans.
6. Compare size of United States with other continents.
7. Directional map study of U. S. in relation to outher countries of the world.
8. Location of U. S. in relation to major bodies of water.
9. Study daily weather maps.
10. Discuss results of weather such as tornados, cyclones, floods, etc.
11. Bring in newspaper clippings
12. List basic national officials President, Vice President, etc.
13. Pictures and short biography of each on chart paper.
14. Discuss duties of above
15. Discuss election of President, etc. Have mock election in classroom.
16. Collecting and displaying different types of American homes.
17. Draw floor plans for a home and choose furniture
18. Discuss costs and how homes are paid for.

RESOURCES

1. Library, - school and public
2. Map of world or globe
3. Visual aids - filmstrips
    - a. "Life in Jamestown"
    - b. Life on a Southern Plantation"
    - c. "Life in a New England Town"
    - d. "Life in Plymouth"
    - e. "How Our Democracy Developed"
    - f. "Life in a Southern Town"
4. World map or globe
5. Daily newspapers
6. T. V. weather reports
7. U. S. Weather Bureau - Daily observations
8. Newspapers
9. Magazines
10. Association of American Railroad
    Transportation Building
    Washington 6, D. C. (FREE)
11. United Air Lines
    5959 South Cicero Avenue
    Chicago 38, Illinois (FREE)
12. C. & P. Telephone Co.
13. "Flag of the United States"
    U. S. Navy Recruiting Station
    Room 310 Post Office Building
    Baltimore 2, Maryland
14. Map of U. S. or Maryland

LEVEL: MIDDLE

ACTIVITIES	RESOURCES
19. Map study of nationwide railways	
20. Discussion of different types of trains.	
21. Map study of national airlines	
22. Discussion of types of planes and what they transport	
23. Visit to airport and/or train station	
24. Discussion of types of communication in U. S.	
25. Some history of each if desired - telephone, telegraph, T. V., radio, postal service, cablegrams	
26. Demonstrations and film by C & P Telephone Co.	
27. Some history of our American flag	
28. Demonstration of how flag should be displayed	
29. Discussion and skit of proper respect for our flag	
30. Brief background discussion of American revolutions	
31. Causes and results: Picture study of uniforms and guns and flags	
32. Discussion of what happens in our nations capitol	
33. Field trip to Washington, D. C.	
34. Chart stories and picture study of above	
35. Discussion of famous buildings	
36. Locate the capitol	
37. Discussion of places to visit in D. C.	

UNIT TITLE: COMMUNICATION

UNDERSTANDING

I. Listening for Direction

II. Listening for Information

III. Speaking

- A. Conversation
- B. Telephone
- C. Tape Recording
- D. Dramatics

IV. Reading and Writing

- A. Signs and Posters
- B. Chalk Boards
- C. Bulletin Boards
- D. Reading books
- E. Written messages

CONTENT

I. Follow oral directions

- A. Draw a line under --
- B. Draw a circle around ---
- C. Color
- D. Cut and fold

II. Listen quietly to Inter-com announcements

III. Listen to Weather and News reports via radio or television

IV. Poems and stories

V. Nursery Rhymes

VI. Learn to Say

- A. Full name and address
- B. Parent's name
- C. Father's occupation
- D. Birth Date
- E. Directions for getting home
- F. Oral messages
- G. Oral Reading

VII. Telephone

- A. Know phone number
- B. Correct way to answer the phone - recognize busy signal
- C. Concept of soft voice

VIII. Signs and Directions

- A. To recognize traffic signs as stop, go, walk, wait, slow
- B. Learn neighborhood street signs Rural routes

LEVEL: PRIMARY

ACTIVITIES

1, Experience charts

2. Follow Directions on Rhythm records

3. Television programs

4. Count lunch pupils

5. Page numbers

6. Concept of temperature, thermometer

7. Make a weather calendar

8. Rhyming games

9. Make a rain gauge

10. Puzzles

11. Conversation
    a. Family play
    b. Original stories from pictures
    c. "guessing voices" game

12. Telephone and use of telephone kit

13. Tape recording
    a. Choral reading
    b. Poems and songs

14. Dramatics
    a. Guessing the story being acted out
    b. Guessing storybook characters from actions and speech
    c. Original plays

15. Signs and Posters
    a. Make traffic signs
    b. Play traffic policeman
    c. Learn bicycle rules
    d. Chart stories
    e. Traffic murals

RESOURCES

1. Speech Correction in the Schools
(Eisenson, Jon and Ogilvie, Mardel)
MacMillan Co. 1957
(Teacher's reference)

2. Speech Handicapped School Children
(Johnson, Wendall, Harper Bros. 1948)

3. Talking Time
(Scott, Louise and Thompson, J. J.
Webster Pub. Co.)

4. Speech Correction, Principles and Methods
(Van Riper, Charles
Prentice-Hall, Inc. 1947)

5. Listening to Speech Sounds
(Zedler, Empress Y
Doubleday and Co., 1955)

6. Ear and Eye Fun (Phonics)
(Webster Co.)

7. Helping Children Write
(Appelgate, Mauree
Inter. Textbook Co. 1949)

8. They All Want to Write
(Prentice-Hall 1952)

9. The Language Arts in Elementary School
(Strickland, Ruth
D. C. Heath & Co. 1951)

(Teacher's reference

UNDERSTANDING	CONTENT
	C. Read and follow written directions, page numbers, number of sentences or problems D. Learn to read 1. Calendar - month, day, date 2. Menus 3. Newsclippings 4. Special Holidays 5. Concept of today, tomorrow and yesterday

LEVEL: PRIMARY

ACTIVITIES	RESOURCES
16. Chalk Boards	
Write sentences and arithmetic neatly on board	
17. Bulletin Boards	
A. Cafeteria, room, hall and bus manners	
B. Learn "Please" and "Thank you"	
C. Literature	
(1) Book display (2) Posters on care of books (3) Dramatize stories	
18. Written Messages	
A. Play mailman	
B. Trip to Post Office	

UNIT TITLE: HEALTH

UNDERSTANDING

I. PROPER CARE OF:

- A. Body
- B. Teeth

A

- C. Hair
- D. Clothing

II. Good Grooming

III. Prevention of Colds

IV. Kinds and Amount of Exercise

- A. Need for Play Periods
- B. Need for Proper Rest and Sleep

V. First Aid

CONTENT

I. Proper washing of face and hands

- A. Before coming to school
- B. Before meals
- C. After bathroom use
- D. Care of nails - ears
- E. Why frequent baths are necessary

II. Proper care of Teeth

- A. Brushing
- B. Dental check-ups

III. Proper Shampooing

- A. Importance of brushing, cutting and combing
- B. Necessity of clean brushes and combs

IV. Importance of clean clothing

- A. Emphasis on socks - underclothing
- B. Polished shoes

V. Care of Eyes

- A. Proper lighting
- B. Eye Test

VI. Care of ears

VII. Care of nose

VIII. Danger of foreign objects in eyes, ears, nose, mouth

IX. Dressing properly for the current weather

X. Ventilation

- A. Sleeping with fresh air
- B. Schoolroom ventilation

XI. Coughing and Sneezing

- A. Use of handkerchief, kleenex or hand to cover coughs or sneezes
- B. Danger to others

LEVEL: PRIMARY

ACTIVITIES

1. Proper use of clean washcloths and towels.
2. Need for personal glass, towel, comb, etc.
3. Toothbrush kit
4. Shoe shine kit
5. Proper posture
6. Talk by health nurse, doctor or dentist
7. Proper way for using kleenex, handkerchief, etc.
8. Classroom exercise period
9. Pictures of proper posture
10. Safe play posters - Home and School
11. Relaxing Periods
12. Discuss - How age and activities determine the amount of sleep needed.

RESOURCES

1. The True Books (Children's Press)
2. Health Can Be Fun (Monroe Leaf Lippincott)
3. First Aid Fundamentals - Coronet Films
4. Food That Builds Good Health Coronet Films
5. Fun That Builds Good Health Coronet Films
6. Good Eating Habits - Coronet
7. Your Health at Home - Coronet
8. Walt Disney's "How to Catch A Cold"

UNIT TITLE: HEALTH

UNDERSTANDING	CONTENT
	XII. Exercise
	A. Why regular exercise is healthful
	B. How to play safely
	C. Need for rest periods
	D. Amount of sleep needed
	E. Conditions for restful sleep
	Preparations for proper and restful sleep
	XIII. First Aid
	A. Washing and cleaning of cuts
	B. Use of needle rather than another object for blisters, etc.
	C. Ice bag will reduce swelling and discoloration
	D. Care of burns

APPENDIX

TERMS FREQUENTLY USED IN LETERATURE CONCERNING THE MENTALLY HANDICAPPED

1.	Achievement, academic	The level of competency attained in academic skills such as language arts, quantitative experiences, etc.
2.	Affect	An individual's feeling or emotion
3.	Agression	Hostility or unprovoked behavior
4.	Amentia	A descriptive term referring to intellectual subnormality
5.	Anxiety	A fearful feeling in relation to either real or imaginary danger
6.	Aphasia	Inability to use language meaningfully
7.	Aspiration, level of	The level of functioning or achievement to which an individual aspires
8.	Assessment	Measurement
9.	Ataxia	A lack of muscular coordination
10.	Athetosis	A term most often used in connection with the cerebral palsied referring to a condition of involuntary, writhing muscular movement
11.	Audiologist	A specialist trained to test hearing ability
12.	Brain damage	A general term having reference to any damage or injury to the brain
13.	Borderline	A term used to describe a level of intelligence represented by I.Q. from approximately 75-90
14.	Cardiac	A term pertaining to the heart
15.	Chorea	A term used to describe involuntary, jerky muscular movement
16.	Comprehension, level of	A term used in reference to level of understanding particularly in relation to achievement
17.	Congenital	A term meaning present at birth
18.	Cretinism	A clinical type of mental deficiency due to hypothyroidism
19.	Curriculum	The total educational program
20.	Defective, mentally	A term often used as a synonym for mental retardation

B

21.	Degeneration	A term meaning to deteriorate
22.	Dementia	Deterioration of emotional of psychological functioning
23.	Diagnosis	A recognition of the nature of a disorder
24.	Disorder, convulsive	Any disorder characterized by convulsions
25.	Dominance, cerebral	Dominance of one cerebral hemisphere in regard to specific behavior
26.	Dull-normal	A term used to describe a level of intelligence represented by I.Q.'s of 80 - 90
27.	Dysfunction, motor	Any impairment of movement
28.	Electroencephalograph	An instrument capable of providing a graphic representation of the electrical impulses of the brain
29.	Endogenous	Mental retardation due to familial factors and not due to structural abnormalities
30.	Exogenous	Mental retardation due to external causes with structural defects
31.	Etiology	A term used to refer to the cause of a condition
32.	Eugenics	A science concerned with methods of improving the quality of the race through heredity control
33.	Euthenics	A science concerned with methods of improving men's qualities through altering environmental factors
34.	Familial	Common to several members of the family
35.	Handicapped, mentally	A term frequently used as a synonym for mental retardation
36.	Intelligence	There is probably no universal definition of intelligence. It has been variously defined as: the ability to solve problems; deal with abstractions; make decisions; relate to one's environment, etc.
37.	Macrocephaly	An abnormal enlargement of the head
38.	Maturation	A term pertaining to the biological and psychological development of the individual
39.	Mongolism	A clinical type of mental deficiency characterized by physical features which resemble a member of the mongolian race

40.	Motor	Movement
41.	Moron	A term sometimes used to describe the level of intelligence represented by I.Q.'s from approximately 55-80
42.	Neonate	Birth to one month of age
43.	Neurosis	A broad classification used to describe emotional conflicts where there is no loss of reality
44.	Oligophrenia	A term meaning mental deficiency
45.	Palsy, cerebral	Impairment of motor function due to brain lesion
46.	Paralysis	Any impairment of movement
47.	Phenylalanie	An amino acid
48.	Phenylketonuria	A metabolic disorder characterized by some degree of mental subnormality
49.	Psychoanalysis	A branch of psychology originated by Freud; also a method of psychotherapy
50.	Psychoanalyst	A therapist who utilizes psychoanalytic psychotherapy
51.	Psychiatrist	A physician who specializes in the treatment of mental illness
52.	Psychogenic	A term used to describe conditions due to psychological factors
53.	Psychologist, clinical	A psychologist who specializes in the clinical study of human behavior in areas of research, diagnosis and therapy
54.	Psychologist, educational	A psychologist who specializes in relating psychological principles and techniques to problems in education
55.	Psychosis	A classification of mental illness characterized by a lack of contact with reality.
56.	Psychotherapy	Treatment by psychiatric or psychological techniques
57.	Quotient, intelligence	A numerical representation of level of intelligence. A ratio of Mental age and Chronological age.
58.	Retardate, mental	An individual who is mentally retarded

D.

59. Retarded, educable	An educational classification in mental retardation used to describe a person who although subnormal in intelligence is capable of some success in academic subjects. This term is also used to describe a level of intelligence represented by I.Q.'s between approximately 50-75.
60. Retarded, trainable	An educational classification used to describe those individuals whose degree of intellectual impairment is such that they are not capable of success in academics but who, in certain circumstances, can profit from programs in training, in development areas, self-care, and vocational skills. This term is also used to describe the level of intelligence represented by I.Q.'s between approximately 30-50.
61. Schizophrenia	A common form of psychosis
62. Slow learner	A term sometimes used to refer to children who are educationally retarded. It is sometimes used as a synonym for mentally handicapped. It is also used to refer to that level of intelligence represented by I.Q.'s renging from 75-90. On occasion it is used as a synonym for educable mentally retarded.
63. Sociometrics	The measurement of social relationships and social interaction
64. Structural	A term pertaining to the organs or tissue of organism
65. Syndrome	A group or complex of symptoms which when combined characterize a particular condition
66. Test, achievement	A test designed to measure a level of functioning in a given subject-matter area
67. Test, aptitude	A test designed to measure a possible level of performance in a given skill of activity with previous training
68. Test, projective	A test in which the stimuli are presented in a relatively unstructured way. The basic assumption underlying the tests of this type is that the testee's responses will reflect certain individual personality factors, often below the level of his awareness
69. Test, Rorschach	A projective technique best known as the "ink blot" test

E.

70.	Test, Stanford Binet	A standardized test of intelligence, the most recent revision was done in 1960
71.	Test, Thematic Apperception	A projective technique in which the testee must create a story about several pictures
72.	Test, Wechsler	A standardized individual test of intelligence, there is both an adult and a children's scale
73.	Therapist, speech	A specialist who provides corrective speech therapy, usually in connection with disorders of articulation, stuttering, etc.
74.	Therapy	A term pertaining to treatment
75.	Toxemia	A condition in which the blood contains toxic poisonous substances
76.	Trauma	Any injury, either physical or psychological
77.	Tremor	Rhythmic movement

F.

WORKING WITH SPECIAL EDUCATION STUDENTS

SOME SUGGESTIONS TO TEACHERS OF INDUSTRIAL ARTS, HOME ECONOMICS, ART, MUSIC AND PHYSICAL EDUCATION

I. Some characteristics of mentally retarded students

  A. Physical Growth

    1. About as variable and heterogeneous as average children

    2. May differ somewhat from norm in following ways:

      a. Some delay in physical development
      b. More speech defects
      c. More defects of vision and hearing
      d. Wide range of ability in motor coordination

  B. Mental Growth

    1. Difficulty in working with abstractions

    2. Difficulty in using symbols of computation and communication

    3. Difficulty in seeing likeness and difference

    4. Difficulty in transferring learnings

    5. Difficulty with adaptive, associative, and organizing powers

    6. Limited ability to make discriminations

    7. Limited ability to make deductions or generalizations

    8. Difficulty in working on complex tasks, following complicated or involved directions

    9. Difficulty in projecting interest beyond the present

    10. Short span of interest

    11. Difficulty in self-evaluation

    12 Intelligence test scores between 55-80

  C. Social and Emotional Growth

    1. About as variable and heterogeneous as average children

    2. Repeated long term failure may result in a higher degree of the following:

      a. Sensitive to negative criticism
      b. Futile attitude to self, school, and life
      c. Awareness of rejection
      d. Defensiveness in the face of criticism

- e. Confusion in new situations
- f. Easily discouraged
- g. Tendency to copy or imitate
- h. Aggressive and immature behavior to get attention
- i. Use of physical activity as an emotion release

II. General suggestions

A. Give detailed explanation of classroom routines

1. Entering and leaving

2. Excused from room

3. Distribution of materials

4. Standards of behavior

5. Dress

6. Seating

7. Attendance

8. Bell schedule

9. Special dangers and safety regulations

10. Set routines and use them every day

B. Know your students

1. Ability and achievement levels in I.Q., reading, math

2. Physical handicap

3. Emotional problem

C. Techniques

1. Appropriate to goal and abilities of students

2. Variety of methods

   - a. Chalkboard
   - b. Oral presentation
   - c. Models
   - d. Demonstration
   - e. Discussion
   - f. Audio-visual
   - g. Supervised study
   - h. Individual student reports
   - i. Field trips
   - j. Student projects

3. Evaluation and testing
    a. Limited to exactly what has been taught
    b. Do not over-emphasize testing and grades
    c. Subject content and projects should be presented and evaluated so that students may be successful.
    d. Use a number of methods of evaluation

III. Subject Areas

A. Industrial Arts

1. Simple use of hand tools

2. Machine tools with selected students

3. Home repairs and maintenance
    a. Electrical
        (1) Replace lamp plug
        (2) Rewire lamp
        (3) Replace fuse
    b. Painting
        (1) Selection, use and care of brushes and rollers
        (2) Use of masking tape
        (3) Different paints and brushes for various purposes
        (4) Techniques of painting
        (5) Patch plastering
        (6) Puttying
    c. Glass replacement
    d. Simple furniture repair
    e. Minor carpentry repair and improvement
    f. Minor plumbing maintenance
        (1) Kinds and uses of wrenches and tools
        (2) Replacing faucet washers
        (3) Cleaning traps and lines

4. Simple projects in wood and metal which can be completed in a week or so

    a. Wooden or metal wall or bedside lamp
    b. Simple jewelry (aluminum, wood, copper) and metalcraft
    c. Wooden or metal serving tray
    d. Book-ends, house markers (metal or wood)

B. Art

1. Color and design

2. Construction

3. Drawing and sketching

4. Lettering and layout

5. Painting

6. Printing and stenciling

7. Sculpturing and pottery

8. Stitchery and weaving

9. All of above should be simple, large scale, short range projects

C. Home Economics

   1. Foods

      a. Selection
      b. Preservation
      c. Preparation
      d. Cost

   2. Clothing

      a. Selection for individual
      b. Suitability for various occasions
      c. Care
      d. Cost

   3. Home Improvement

      a. Design of furniture, rugs, drapes, etc.
      b. Arrangement of furniture, rugs, drapes, etc.
      c. Selection of furniture, rugs, drapes, etc.
      d. Cost

   4. Child care and home nursing

D. Music

   1. Appreciation

   2. Various forms and uses

   3. Related to history and special events

   4. Participation in singing and playing instruments

   5. Development of senses by listening

E. Physical Education

   1. Physical health

   2. Game skills

   3. Game rules

   4. Spectator behavior

5. Leadership and followership under various conditions
6. Safe use of equipment
7. Care of equipment
8. Selection and purchase of equipment
9. Games for out-of-school and after-school: checkers, horse shoes, badminton, etc.
10. Improvement of motor skills and coordination by exercises and games

K.

SENIOR HIGH SPECIAL EDUCATION

Tentative curriculum outline

1. Our goal is to develop a Senior High School Special Education Curriculum based on the following major points of emphasis:
    - a. Teaching on a functional basis, at a meaningful level for each student, skills of reading, language, spelling, handwriting, and arithmetic.
    - b. Subject content parallel to regular Social Studies program (World History, U. S. History, Problems of Democracy) insofar as ability of students permits. Acquisition of facts is not a primary goal, but a means for understanding.
    - c. Developing understanding and skills for personal, community and employment relationships and needs.

2. Our goal is to develop a three year program subject to individual adjustment and modification as necessary to meet the needs and practical understandings required for work and life.
    - a. First year (10th grade)
        - (1) Orientation to High School
        - (2) Occupational preparations
    - b. Second year (11th grade)
        - (1) Orientation to beginning employment
        - (2) Developing occupational skills
        - (3) Employment within the school
            - (a) Cafeteria - serving, cleaning, etc.
            - (b) Custodial - cleaning, grounds care, etc.
            - (c) Library - processing, filing, etc.
            - (d) Office - filing, stamping, etc.
            - (e) Teacher assistants - filing, storage of books and materials, cleaning, etc.
    - c. Third year (12th grade)
        - (1) Orientation to employment
        - (2) Responsibilities to living in the community
        - (3) Responsibilities to the employer
        - (4) Employment in the community
            - (a) Hotel and Restaurant occupations
            - (b) Retail trade occupations
            - (c) Auto service occupation
            - (d) Personal service occupations
            - (e) Domestic service occupations
            - (f) Medical service occupations
            - (g) Construction occupations
            - (h) Agriculture and Horticulture occupations

3. Program for 1965-1966
    - a. Teaching skills on functional basis at a level suited to each student
    - b. Teaching Social Studies
    - c. Teaching special needs and understandings
        - (1) Orientation to High School
            - (a) Organization and personnel
            - (b) Physical plant
            - (c) Student organizations and activities
            - (d) Responsibilities to the school
            - (e) Opportunities for student

(2) School, Community and National Citizenship
  (a) Personal appearance
  (b) Meeting and solving problems
  (c) Getting along with others
  (d) Leisure time activities
(3) How people of the community earn a living
  (a) Jobs done by family and friends
  (b) Work done on these jobs
  (c) Study jobs related to community services
(4) Preparation for earning a living
  (a) Importance of preparation
  (b) Personal assets and limitations
  (c) Building good habits
(5) Job survey in the community area
  (a) Kind of work I can do
  (b) Qualities I have for job placement
  (c) Training for a better job
(6) Qualities for holding a job
  Friendliness, politeness, courtesy, cooperation, industry, interest, persistence, cleanliness, honesty, willingness to improve, truthfulness, self-control, trustworthiness, take criticism, punctuality, regular attendance
(7) Study of job areas
  This list is extensive and therefore some selection will have to be made.
(8) Finding and getting a job
  (a) Sources of employment opportunities
  (b) Skills needed to get a job
    letters of application, application blanks, use of phone, interviews, working papers, social security, etc.
  (c) Summer and part-time jobs available now
(9) Success on the job
  (a) Obligations to the employer
  (b) Rights as a worker
  (c) Factors that cause people to lose jobs
  (d) Opportunities for advancement
(10) Living within one's income
  (a) Income expectancies
  (b) Budgeting -
    (food, clothing, rent, health, transportation, recreation, taxes, licenses, charities, gifts, religious donations, etc.)

(11) Homemaking
  (a) Courtship and marriage
  (b) Home and family
  (c) Handling the family income
  (d) Selecting and financing shelter
  (e) Clothing the family
  (f) Feeing the family
  (g) Providing for care of health
  (h) Providing recreation
  (i) Anticipating unusual expenses
  (j) Taxes
(12) Physical and Mental Health unit